

REPORT NUMBER 2  
OF THE  
COALITION FOR THE CONCERN OF BLACKS IN POST-SECONDARY EDUCATION  
IN  
SOUTH CAROLINA



S.C.  
378  
COALITI  
no.2  
Copy 1

OCTOBER 1, 1978  
COLUMBIA, SOUTH CAROLINA



1875

5.

AL 9-18-1952

*Journal of Management Studies*, 19(1), 67-80.

4137:45 12.12.19 1.160.00



REPORT NUMBER 2

of the

COALITION FOR THE CONCERNS OF BLACKS IN POST-SECONDARY EDUCATION

IN

SOUTH CAROLINA

\*\*\*\*\*

Use only in  
State Library  
Not for Interloan

OCTOBER 1, 1978

COLUMBIA, SOUTH CAROLINA



REPORT NUMBER 2

of the

COALITION FOR THE CONCERNS OF BLACKS IN POST-SECONDARY EDUCATION

IN

SOUTH CAROLINA

\*\*\*\*\*

OCTOBER 1, 1978

COLUMBIA, SOUTH CAROLINA



## THE STEERING COMMITTEE OF C C B E

Mr. Rodney Albert  
Businessman

Dr. Annabelle S. Boykin  
Professor, Winthrop College

Mr. James E. Clyburn  
Commissioner - State Human Affairs Commission

Mr. Milton Kimpson  
Director, Human Relations, Columbia Chamber of Commerce

Mr. Isaac McGraw  
Member, Richland District One School Board

Dr. M. Maceo Nance, Jr., (Ex-Officio)  
President, South Carolina State College

Mr. Kay Patterson  
Legislator, South Carolina House of Representatives

Dr. Henry Ponder  
President, Benedict College

Dr. Anna Reuben  
Academic Dean, Morris College

Mr. Hiram Spain, Jr.  
Executive Director, Columbia Urban League

Mr. Isaac Williams  
State Director, NAACP

Dr. Fredericka Young  
Professor, Claflin College

=====

Dr. Marianna W. Davis, Coordinator  
Professor, Benedict College

The video and cassette tapes of the steering committee meetings held in Columbia, are available upon request. Speakers: Dr. Henry Ponder, Dr. Annabelle S. Boykin, Dr. M. Maceo Nance, Jr., Dr. Henry Ponder, Dr. Anna Reuben, Dr. Fredericka Young, Dr. Marianna W. Davis, Dr. Henry Ponder, and Dr. Annabelle S. Boykin.



THE STEERING COMMITTEE OF C C E

Mr. Rodney Albert  
Businessman

Dr. Annabelle S. Boykin  
Professor, Winthrop College

Mr. James E. Clifton  
Commissioner - State Human Affairs Commission

Mr. Milton E. Johnson  
Director, Human Relations, Columbia Chamber of Commerce

Mr. Isaac Moore  
Member, Richmond District One School Board

Dr. M. Nelson Vance, Jr. (Ex-Officio)  
President, South Carolina State College

Mr. Ray Patterson  
Legislator, South Carolina House of Representatives

Dr. Henry Ponder  
President, Benedict College

Dr. Anna Reuben  
Academic Dean, Morris College

Mr. Hiram Spain, Jr.  
Executive Director, Columbia Urban League

Mr. Isaac Williams  
State Director, NAACP

Dr. Frederick Young  
Professor, Claflin College

Dr. Mathias W. Davis, Coordinator  
Professor, Benedict College



## TABLE OF CONTENTS

ACKNOWLEDGMENT . . . . .	iv
I. STATEMENT . . . . .	1
II. INTRODUCTION . . . . .	2
III. SYNOPSIS OF SELECTED SEMINAR SPEECHES . . . . .	17
IV. THE HISTORIC PREMISE FOR SUPPORTING THE PUBLIC BLACK COLLEGE . . . . .	26
V. RECOMMENDATIONS OF CCBE TO THE 1202 COMMISSION . . . . .	56
APPENDICES	
A. Sketches of Seminar Speakers . . . . .	60
B. Map of Black Public College Locations in the United States . . . . .	64
C. Basic Components of State-Wide Higher Education Desegregation Plans . . . . .	65
D. The Reorganization of Southern State Systems of Higher Education . . . . .	71
E. Fact Sheet: The 1202 Commission . . . . .	83
F. Future Job Opportunities: 1985 . . . . .	85
G. Rank Order of Master's and Doctoral Programs Offered and To Be Offered by 19800 . . . . .	87
H. Civil Rights Act of 1964 . . . . .	90
I. The Adams Report: A Desegregation Update . . . . .	92

\*\*\*\*\*

The video and cassette tapes of the final 1977 CCBE Seminar, held April 30 in Columbia, are available upon request. Speakers: Dr. Mays, Dr. Moore, Dr. Buffkin, Attorney Harris, Mr. Henry, Dr. Haynes, and Dr. Marbury.



# TABLE OF CONTENTS

ACKNOWLEDGMENT	iv
I. STATEMENT	1
II. INTRODUCTION	3
III. SYNOPSIS OF SELECTED SEMINAR SPEECHES	17
IV. THE HISTORIC PREMISE FOR SUPPORTING THE PUBLIC BLACK COLLEGE	26
V. RECOMMENDATIONS OF CBBE TO THE 1902 COMMISSION	26
APPENDICES	

A. Sketches of Seminar Speakers	60
B. Map of Black Public College Locations in the United States	64
C. Basic Components of State-Wide Higher Education Designation Plans	62
D. The Reorganization of Southern State Systems of Higher Education	71
E. Fact Sheet: The 1902 Commission	83
F. Public Job Opportunities: 1982	82
G. Rank Order of Master's and Doctoral Programs Offered and to be Offered by 1980	87
H. Civil Rights Act of 1964	90
I. The Adams Report: A Designation Update	92

The video and cassette tapes of the final 1977 CBBE Seminar, held April 30 in Columbia, are available upon request. Speakers: Dr. Maye, Dr. Moore, Dr. Bulkin, Attorney Harris, Mr. Henry, Dr. Haynes, and Dr. Mabury.



## LIST OF TABLES

1.	Total Full-Time Undergraduate and Graduate Enrollment at Public Senior Institutions . . . . .	37
2.	Full-Time Black/White Undergraduate and Graduate Enrollment by Sex at Public Senior Institutions . . . . .	38
3.	Part-Time Black/White Undergraduate and Graduate Enrollment by Sex at Public Senior Institutions . . . . .	39
4.	Total Part-Time Undergraduate and Graduate Enrollment and Black Percentage at Public Senior Institutions . . . . .	40
5.	Total Full-Time and Part-Time Enrollment and Black Percentage at Senior Public Institutions . . . . .	41
6.	Full-Time Black/White Graduate and Professional Enrollment by Fields in Senior Public Institutions . . . . .	42
7.	Full-Time Teaching Faculty and Black Percentage at Senior Public Institutions . . . . .	43
8.	Black/White Faculty by Rank at Senior Public Institutions . . . . .	44
9.	Black/White Employment at Senior Public Institutions . . . . .	45
10.	Actual and Assumed Enrollment for Senior Private Institutions . . . . .	46
11.	Full-Time Enrollment by Sex at Senior Private Institutions . . . . .	47
12.	Full-Time and Part-Time Enrollment and Black Percentage at Public Technical Schools . . . . .	48
13.	Full-Time and Part-Time Black/White Enrollment by Sex at Public Technical Institutions . . . . .	49
14.	Black/White Employment at Public Technical Institutions . . . . .	50
15.	Median School Years Completed by Persons 25 Years or Older by Race . . . . .	51
16.	Library Data on Senior Public and Private Institutions . . . . .	52
17.	Number of Doctorates Awarded in the United States 1973-1976 . . . . .	54
18.	Annual Average Total Employment by Occupation . . . . .	55



# LIST OF TABLES

1	Total Full-Time Undergraduate and Graduate Enrollment at Public Senior Institutions	37
2	Full-Time Black/White Undergraduate and Graduate Enrollment by Sex at Public Senior Institutions	38
3	Part-Time Black/White Undergraduate and Graduate Enrollment by Sex at Public Senior Institutions	39
4	Total Part-Time Undergraduate and Graduate Enrollment and Black Percentage at Public Senior Institutions	40
5	Total Full-Time and Part-Time Enrollment and Black Percentage at Senior Public Institutions	41
6	Full-Time Black/White Graduate and Professional Enrollment by Field in Senior Public Institutions	42
7	Full-Time Teaching Faculty and Black Percentage at Senior Public Institutions	43
8	Black/White Faculty by Rank at Senior Public Institutions	44
9	Black/White Employment at Senior Public Institutions	45
10	Actual and Assumed Enrollment for Senior Private Institutions	46
11	Full-Time Enrollment by Sex at Senior Private Institutions	47
12	Full-Time and Part-Time Enrollment and Black Percentage at Public Technical Schools	48
13	Full-Time and Part-Time Black/White Enrollment by Sex at Public Technical Institutions	49
14	Black/White Employment at Public Technical Institutions	50
15	Median School Years Completed by Persons 25 Years or Older by Race	51
16	Library Data on Senior Public and Private Institutions	52
17	Number of Doctorates Awarded in the United States 1973-1976	54
18	Annual Average Total Employment by Occupation	55



## ACKNOWLEDGMENT

The 1976-1977 activities of CCBE were made possible through a grant from the South Carolina Committee for the Humanities. These activities included a series of seven seminars held in Columbia, Orangeburg, Charleston, Spartanburg, Bennettsville, Sumter, and again in Columbia. This publication is also funded through the Grant.

CCBE is deeply appreciative for the grant award which enabled it to carry out the theme:

*"Humanistic Concerns in Policy-Making in Education"*

Evident in CCBE's first published report (August 29, 1975) are the areas of major concern to Blacks in South Carolina: 1) Affirmative Action, 2) Educational Programs, 3) Facilities, 4) Faculty, 5) Finances, 6) Student Affairs. These areas in post-secondary education continue to be top priority for CCBE.

During the 1976-77 academic year, CCBE conducted a series of seven "grass roots" community meetings across the State where humanist-scholars, educators, lay citizens, and students interacted on critical issues in education facing them. Thus, the recommendations found in this report and as presented to the South Carolina 1202 Commission are the culmination of these seven seminars. Therefore, the voice of CCBE is the voice of the Black Community of South Carolina.



## ACKNOWLEDGMENT

The 1976-1977 activities of CCEB were made possible through a grant from the South Carolina Committee for the Humanities. These activities included a series of seven seminars held in Columbia, Orangeburg, Charleston, Spartanburg, Bennettsville, Sumter, and again in Columbia. This publication is also funded through the Grant.

CCEB is deeply appreciative for the grant award which enabled it to carry out the theme:

"Humanistic Concerns in Policy-Making in Education"



## STATEMENT

The Coalition for the Concerns of Blacks in Post-Secondary Education in South Carolina (CCBE) was formed in Spring 1975 under a Steering Committee and a Coordinator. It has operated with funds from the Southern Education Foundation and the South Carolina Committee for the Humanities. Free services and small donations serve as the continuous sources of operations for the organization as it addresses critical issues in education in the Palmetto State.

Under the original Adams vs. Richardson Case and under Title VI of the Civil Rights Act-1964, CCBE took form and shaped its mission around the issues found in the Basic Components of State-Wide Higher Education Desegregation Plans of the Office of Civil Rights of HEW and in The Reorganization of Southern State Systems of Higher Education of the Division of Legal Information and Community Service of the NAACP Legal Defense and Educational Fund, Inc., and in the Background Statement on Predominantly Black Colleges by the National Association for Equal Opportunity in Higher Education.

Evident in CCBE's first published report (August 29, 1975) are the areas of major concern to Blacks in South Carolina: 1) Affirmative Action, 2) Educational Programs, 3) Facilities, 4) Faculty, 5) Finances, 6) Student Affairs. These areas in post-secondary education continue to be top priority for CCBE.

During the 1976-77 academic year, CCBE conducted a series of seven "grass-roots" community meetings across the State where humanist-scholars, educators, lay citizens, and students interacted on critical issues in education facing them. Thus, the recommendations found in this report and as presented to the South Carolina 1202 Commission are the culmination of these seven seminars. Therefore, the voice of CCBE is the voice of the Black Community of South Carolina.

\*\*\*\*\*



## STATEMENT

The Coalition for the Concerns of Blacks in Post-Secondary Education in South Carolina (CCBE) was formed in Spring 1975 under a Steering Committee and a Coordinator. It has operated with funds from the Southern Education Foundation and the South Carolina Committee for the Humanities. First services and small donations serve as the continuous source of operations for the organization as it addresses critical issues in education in the Palmetto State.

Under the original Adams vs Richardson Case and under Title VI of the Civil Rights Act-1964, CCBE took form and shaped its mission around the issues found in the Components of State-Wide Higher Education Desegregation Plans of the Office of Civil Rights of HEW and in The Reorganization of Southern State Systems of Higher Education of the Division of Legal Information and Community Service of the NAACP Legal Defense and Educational Fund, Inc., and in the Background Statement on Predominantly Black Colleges by the National Association for Equal Opportunity in Higher Education.

Evident in CCBE's first published report (August 29, 1975) are the areas of major concern to Blacks in South Carolina: 1) Affirmative Action, 2) Educational Programs, 3) Facilities, 4) Faculty, 5) Finance, 6) Student Affairs. These areas in post-secondary education continue to be top priority for CCBE.

During the 1976-77 academic year, CCBE conducted a series of seven "grass-roots" community meetings across the State where humanists-scholars, educators, lay citizens, and students interacted on critical issues in education facing them. Thus the recommendations found in this report and as presented to the South Carolina 1503 Commission are the culmination of these seven seminars. Therefore, the voice of CCBE is the voice of the Black Community of South Carolina.

\*\*\*\*\*



## INTRODUCTION

The June 9, 1978 headline in THE COLUMBIA RECORD read: "HEW Investigators Plan To Scrutinize Education in S.C." At the end of the substantive article, the last two paragraphs read as follows:

Until final word of HEW's visit does arrive, South Carolina leaders can take solace in the assessment of one HEW official attending the conference.

'I don't know of any problems in South Carolina,' said Sara Craig, principal regional officer for HEW in Atlanta. 'And if there are, I hope that we can be helpful instead of just carrying a big stick.'

Since its founding in 1975, CCBE has not dwelled on the "wrongs" in post-secondary education in South Carolina; rather, it has carefully pointed out what the facts are according to records submitted to HEW and elsewhere by responsible and official educational officers of the State. And the records clearly show that Blacks are not receiving equitable treatment in many aspects of the State's post-secondary educational system.

Enrollment of Blacks in higher education calls attention to one of the critical areas of HEW's guide-lines for desegregation. According to the 1970 Census, South Carolina had 272,000 Blacks between the ages of 5 and 17. In 1978, these youths are between the ages of 13 and 25, college and graduate school age groups. Yet, as of October 1977, Blacks represented only 15 per cent of the full-time enrollment in public colleges and only 24 per cent in private ones. And South Carolina State, the only public Black college, carried 48 per cent of the total Black public enrollment. Of the private colleges, black institutions carried 82 per cent of the Black private enrollment. Therefore, it is apparent that the twelve public colleges and the nineteen private ones can carry their fair share of the black college-age youth without "cutting into" one another's enrollment, projected or otherwise.

But more revealing is the fact that only 11,273 black students were enrolled in colleges in South Carolina in 1977, representing a mere 17 per cent of the total full-time enrollment. If we apply an approximate enrollment figure to the 31 senior colleges and universities, using less than the 272,000 Blacks as a reasonable population group, the institutions can enroll 33,819 black students by 1980, thus tripling the present enrollment. Additionally, if the black colleges were to maintain their present percentages - and they should - and if the predominantly white colleges and universities were to carry black enrollment figures that show 25 per cent of their 1977 total enrollment, the 1980 black enrollment would be as follows:



## INTRODUCTION

The June 9, 1978 headline in THE COLUMBIA RECORD read: "HEW investigators plan to scrutinize education in S.C." At the end of the substantive article, the last two paragraphs read as follows:

Until last word of HEW's visit does arrive, South Carolina leaders can take solace in the assessment of one HEW official attending the conference. "I don't know of any problems in South Carolina," said Sara Crain, principal regional officer for HEW in Atlanta. "And if there are, I hope that we can be helpful instead of just carrying a big stick."

Since its founding in 1975, CEBE has not dwelled on the "wrong" in post-secondary education in South Carolina; rather, it has carefully pointed out what the facts are according to records submitted to HEW and elsewhere by responsible and official educational officers of the State. And the records clearly show that Blacks are not receiving equitable treatment in many aspects of the State's post-secondary educational system.

Enrollment of Blacks in higher education calls attention to one of the critical areas of HEW's guidelines for desegregation. According to the 1978 Census, South Carolina had 272,000 Blacks between the ages of 17 and 25. In 1978, these youths are between the ages of 13 and 25, college and graduate school age groups. Yet as of October 1977, Blacks represented only 13 per cent of the full-time enrollment in public colleges and only 24 per cent in private ones. And South Carolina State, the only public Black college, carried 48 per cent of the total Black public enrollment. Of the private colleges, Black institutions carried 81 per cent of the Black private enrollment. Therefore, it is apparent that the twice public colleges and the nineteen private ones can carry their fair share of the Black college-age youth without "cutting into" one another's enrollment, projected or otherwise.

But more revealing is the fact that only 11,573 Black students were enrolled in colleges in South Carolina in 1977, representing a mere 13 per cent of the total full-time enrollment. If we apply an approximate enrollment figure to the 31 senior colleges and universities, using less than the 272,000 Blacks as a reasonable population group, the institutions can enroll 33,819 Black students by 1980, thus tripling the present enrollment. Additionally, if the Black colleges were to maintain their present percentages - and they should - and if the predominantly white colleges and universities were to carry Black enrollment figures that show 25 per cent of their 1977 total enrollment, the 1980 Black enrollment would be as follows:



Public White Institutions <i>Continued</i>	1977 Total Enrollment	1980 Black Enrollment
Citadel	2155	539
Clemson	9710	2428
College of Charleston	3721	930
Francis Marion	1685	421
Lander	1393	348
Medical University	1972	493
University of South Carolina (Main)	15116	3779
USC—Aiken	1034	259
USC—Conway	1218	305
USC—Spartanburg	1322	331
Winthrop	3131	783
Total		10616

Private White Institutions	1977 Total Enrollment	1980 Black Enrollment
Baptist	1285	321
Bob Jones	3997	999
Central Wesleyan	349	87
Coker	282	71
Columbia Bible	607	152
Columbia College	846	212
Converse	782	196
Erskine	695	174
Furman	2051	513
Limestone	681	170
Lutheran Theological Seminary	130	33



Public White Institutions	1977 Total Enrollment	1980 Black Enrollment
Winthrop	2131	283
USC-Spartanburg	1322	341
USC-Conway	1218	302
USC-Aiken	1034	229
University of South Carolina (Main)	12116	3729
Medical University	1972	492
Lander	1392	348
Francis Marion	1682	421
College of Charleston	3721	930
Clemson	9710	2428
Citadel	2122	539

Total 10616

Private White Institutions	1977 Total Enrollment	1980 Black Enrollment
Lutheran Theological Seminary	130	33
Limestone	681	170
Forman	2021	213
Erskine	692	174
Converse	782	196
Columbia College	846	212
Columbia Bible	607	122
Coker	282	71
Central Wesleyan	349	87
Bob Jones	3997	999
Baptist	1282	321



Private White Institutions - Continued	1977 Total Enrollment	1980 Black Enrollment
Newberry	810	203
Presbyterian	812	203
Wofford	975	244
	Total	3578

Public and Private Black Institutions

1977 Enrollment	7958
1980 Projected Enrollment	11667
Total 1980 Enrollment	19625 (2.5% increase)

Total Higher Education Enrollment of Blacks in South Carolina in 1980: 33,819.

The above figures are approximations built on a 25 per cent black share of the total enrollment in white institutions, while the black institutions maintain at least 75 per cent black enrollment. On the other hand, it is obvious that the 33,819 total black enrollment is far less than the 272,000 population figure; in fact, it represents only 12 per cent of the specific population identified in the 1970 Census.

Therefore, the argument that black colleges will lose students under HEW's guidelines appears to be invalid under present circumstances in South Carolina. Further, a fair and equitable projection of the black college-age population should be the 12 per cent in higher education and at least 19 per cent in technical or vocational schools. The total 31 per cent enrolled is the same per cent that Blacks represent in the total population in South Carolina.

Black faculty at white institutions still are not adequately nor equitably represented in the ranks of professor or associate professor or with tenure. This situation at the technical schools is also alarming. Thus, affirmative action appears not to be an operative construct in South Carolina's post-secondary institutions. (See appropriate tables)

In the May 15, 1978 issue of The Chronicle of Higher Education, an article entitled "The Uneasy Undercurrent" carries an appropriate statement: "Black students, citing 'insensitivity' of white instructors, are increasingly unwilling to accept the alleged scarcity of 'qualified' black faculty members as justification for their small numbers on most predominantly white campuses." It appears that South Carolina has not addressed the fundamental problem of hiring and patterns of exclusion among its white institutions.



Private White Institutions - Continued		
	1977 Total Enrollment	1988 Black Enrollment
Wofford	975	244
Presbyterian	815	203
Wesley	810	203
Total		3578

Public and Private Black Institutions		
	1977 Enrollment	1988 Projected Enrollment
Total 1988 Enrollment	11607	19625 (25% increase)
Total Higher Education Enrollment of Blacks in South Carolina in 1988: 33,819		

The above figures are approximations built on a 25 per cent black share of the total enrollment in white institutions, while the black institutions maintain at least 75 per cent black enrollment. On the other hand, it is obvious that the 33,819 total black enrollment is far less than the 375,000 population figure; in fact, it represents only 12 per cent of the specific population identified in the 1970 Census.

Therefore, the argument that black colleges will lose students under HEW's guidelines appears to be invalid under present circumstances in South Carolina. Further, a fair and equitable proportion of the black college-age population should be the 12 per cent in higher education and at least 19 per cent in technical or vocational schools. The total 31 per cent enrolled is the same per cent that Blacks represent in the total population in South Carolina.

Black faculty at white institutions still are not adequately nor equitably represented in the ranks of professor or associate professor or with tenure. This situation at the technical schools is also alarming. Thus, affirmative action appears not to be an operative concept in South Carolina's post-secondary institutions. (See appropriate tables)

In the May 15, 1978 issue of The Chronicle of Higher Education, an article entitled "The Uneasy Undercurrent" carries an appropriate statement: "Black students, citing 'insensitivity' of white instructors, are increasingly unwilling to accept the alleged scarcity of 'qualified' black faculty members as justification for their small numbers on most predominantly white campuses." It appears that South Carolina has not addressed the fundamental problem of hiring and patterns of exclusion among its white institutions.



With concern, Blacks should note the Order of Judge John Pratt, dated April 1, 1977, issued from the United States District Court for the District of Columbia (Civil Action No. 3095-70). Judge Pratt ruled that admissions, recruitment, retention, curriculum placement and duplication, enhancement of traditionally Black colleges, and faculty integration must be embodied in detailed workable plans in the desegregation of public higher education. Just as the Pratt ruling has applied to the "Adams" States, it will also eventually apply to South Carolina.

Of increasing concern to CCBE is the low enrollment figures of Blacks in professional schools, such as medicine, law, engineering, and architecture. The problem is national as well as local. According to the 1972 U. S. Department of Labor report Occupation of the Employed Population, only 9.5 per cent Blacks were employed as "white-collar" workers, with 5.7 per cent listed as "professional and technical." On the other hand, Blacks represent 37.6 per cent of the total work force in private household service work (housekeepers, cooks, maids, etc.). The projected employment in South Carolina for 1985 clearly shows outstanding employment opportunities in both "white-collar" and "professional and technical" jobs.

CCBE firmly believes that financial, human, and educational resources must be provided in adequate amounts in higher education to overcome past discriminatory practices forced upon black students. For example, a tremendous disparity exists between the numbers of Blacks and Whites who receive teaching or research assistantships in graduate schools. This means that most of the black graduate students are unable to engage in full-time study because of inadequate financial support and they are unable to gain the research and teaching experiences needed to assure them of positions in higher education or in the professional job market. Yet, large amounts of money have been allocated to colleges and universities under "institutional employment" categories.

As noted in the AAUP Bulletin of August 1977, the average salary and tenure percentages of full-time male faculty were higher than that of female faculty at the rank of professor across institutions offering doctoral programs. From the data, it appears that the same is true of all academic ranks across all institutions. CCBE is concerned not only about sex discrimination but also about racial discrimination in faculty salaries and faculty tenure.

Mark Killingsworth of the Economics Department at Barnard College in New York (Columbia University) provides a response to the question: How can you determine discrimination in faculty pay? He suggests a three-step technique:

1. Take the two different groups and use multiple regression analysis to get salary formulas which will establish a relationship between the characteristics considered in salary levels (e.g., degree, age, experience, sex, etc.). Using logarithms, two salary formulas will be derived which will say:



With concern, Blacks should note the Order of Judge John Pratt, dated April 1, 1977, issued from the United States District Court for the District of Columbia (Civil Action No. 3095-70). Judge Pratt ruled that admissions, recruitment, retention, curriculum placement and duplication, enhancement of traditionally Black colleges, and faculty integration must be embodied in detailed workable plans in the desegregation of public higher education. Just as the Pratt ruling has applied to the "Adams" States, it will also eventually apply to South Carolina.

Of increasing concern to CCBH is the low enrollment figures of Blacks in professional schools, such as medicine, law, engineering, and architecture. The problem is national as well as local. According to the 1972 U. S. Department of Labor report *Occupation of the Employed Population*, only 9.5 per cent Blacks were employed as "white-collar" workers, with 5.7 per cent listed as "professional and technical." On the other hand, Blacks represent 37.6 per cent of the total work force in private household service work (housekeepers, cooks, maids, etc.). The projected employment in South Carolina for 1985 clearly shows outstanding employment opportunities in both "white-collar" and "professional and technical" jobs.

CCBH firmly believes that financial, human, and educational resources must be provided in adequate amounts in higher education to overcome past discriminatory practices forced upon Black students. For example, a tremendous disparity exists between the numbers of Blacks and Whites who receive teaching or research assistantships in graduate schools. This means that most of the Black graduate students are unable to engage in full-time study because of inadequate financial support and they are unable to gain the research and teaching experience needed to assure them of positions in higher education or in the professional job market. Yet, huge amounts of money have been allocated to colleges and universities under "institutional employment" categories.

As noted in the *AAUP Bulletin* of August, 1977, the average salary and tenure percentages of full-time male faculty were higher than that of female faculty at the rank of professor across institutions offering doctoral programs. From the data, it appears that the same is true of all academic ranks across all institutions. CCBH is concerned not only about sex discrimination but also about racial discrimination in faculty salaries and faculty tenure.

Mark Killingsworth of the Economics Department at Barnard College in New York (Columbia University) provides a response to the question: How can you determine discrimination in faculty pay? He suggests a three-step technique:

1. Take the two different groups and run multiple regression analysis to get salary formulas which will establish a relationship between the characteristics considered in salary levels (e.g., degree, age, experience, sex, etc.). Using logarithms, two salary formulas will be derived which will say:



a) Here is how Blacks get paid in relation to age, fields of study, degrees, etc.; and

b) Here is how Whites get paid in relation to the same variables.

2. Apply a test of significance of differences between the two formulas. Certain conclusions may be drawn (e.g., Blacks and Whites are paid differently and something systemic is going on). But what do the differences amount to? Look, then, at the average black person and the average white person.

3. Ask how much does the average black person get paid? How much would the average black person get paid if he/she were White or paid according to the white formula? How much would the average white person get paid if paid according to the black formula? Then, compare that with the actual salary the difference of which gives you a measure of salary discrimination.<sup>1</sup>

The NAACP Legal Defense Fund's position on desegregation in higher education during the 1970's focuses on Black involvement at the state level where fiscal priority, governance structure, and demands for accountability represent hard-core action. Jean Fairfax, representing the Fund, strongly advocates denial of the concept "elimination of racial identifiability." Instead, the concept should be replaced with what she calls "Four Principles of Pluralism":

Principle No. 1: The whole system is our turf and must be accountable to Blacks at all stages. The system must incorporate the black experiences in meaningful ways into the traditionally white institutions as well as in the traditionally black institutions.

Principle No. 2: Integration should substantially increase the proportions of Blacks in leadership and higher echelon executive, administrative and managerial positions throughout the State College and University Systems by the end of this decade.

Principle No. 3: Pluralism has a socio-economic dimension. Community colleges and the traditionally black institutions need not bear the heavier burden of remediation. The traditionally black institutions should be divested of the 'remedial label.'

---

<sup>1</sup>Mark Killingsworth, "Discrimination in Faculty Salaries," *Assessing The Adams Plans: Two Years Later* (Atlanta: Southern Education Foundation and John Hay Whitney Foundation, 1976), p. 26.



'remedial label'.  
 institutions should be divested of the  
 remediation. The traditionally black  
 need not bear the heavier burden of  
 the traditionally black institutions  
 dimension. Community colleges and  
 Plutonium has a socio-economic

Principle No. 3:

by the end of this decade.  
 State College and University Systems  
 managerial positions throughout the  
 executive, administrative, and  
 increase the proportions of Blacks in  
 Interinstitution should substantially

Principle No. 2:

in the traditionally black institutions.  
 traditionally white institutions as well as  
 experiences in meaningful ways into the  
 The system must incorporate the black  
 be accountable to Blacks at all stages.  
 The whole system is one that and must

Principle No. 1:

Principles of Plutonium:  
 racial identity. Instead, the concept should be replaced with what she calls "Pom  
 Fairfax, representing the Fund, strongly advocates repeal of the concept "elimination of  
 governance structure, and demands for accountability represent hard-core action. Less  
 during the 1970's focuses on Black involvement at the state level where fiscal priority.  
 The NAACP Legal Defense Fund's position on desegregation in higher education

of salary discrimination.<sup>1</sup>  
 that with the actual salary the difference of which gives you a measure  
 person get paid according to the black formula? Then, compare  
 according to the white formula? How much would the average white  
 would the average black person get paid if he/she were White or paid  
 3. Ask how much does the average black person get paid? How much  
 the average white person

2. Apply a test of significance of differences between the two formulas.  
 Certain conditions may be drawn (e.g., Blacks and Whites are paid  
 differently and something systemic is going on). But what do the  
 differences amount to? Look, then, at the average black person and

b) Here is how Whites get paid in relation to the same variables.

a) Here is how Blacks get paid in relation to age, fields of study,  
 degrees, etc.; and



Principle No. 4:

The traditionally black institutions must not be closed or downgraded, but they must be enhanced academically.<sup>1</sup>

Thus, CCBE assumes a responsible position on behalf of black South Carolinians in their struggle for equal and equitable access to post-secondary education. Allistair Cooke, the eminent humanist, says that "all Americans are prodded by a fear or inspired by a symbol." CCBE, inspired by the symbol of democracy, shall move onward and forward to seek adequate and greater involvement of Blacks in the halls of academe in the State of South Carolina where the worth of a human is still predicated upon that human being's ability to live a full and rewarding life.

Marianna W. Davis  
Coordinator

---

<sup>1</sup>Jean Fairfax, "Looking Forward: The Desegregated State System in the 80's," *Assessing The Adams Plans: Two Years Later* (Atlanta: Southern Education Foundation and John Hay Whitney Foundation, 1976), p. 29.



Principle No. 4: The traditionally black institutions must not be closed or downgraded, but they must be enhanced academically.<sup>1</sup>

Thus, CCBE assumes a responsible position on behalf of black South Carolinians in their struggle for equal and equitable access to post-secondary education. Alister Cooke, the eminent humanist, says that "all Americans are provided by a fear or inspired by a symbol." CCBE, inspired by the symbol of democracy, shall move onward and forward to seek adequate and greater involvement of Blacks in the halls of academe in the State of South Carolina where the worth of a human is still predicated upon that human being's ability to live a full and rewarding life.

Mahanna W. Davis  
Coordinator

---

<sup>1</sup>Jean Finkle, "Looking Forward: The Desegregated State System in the 80's,"  
Assessing The Adams Plans: Two Years Later (Atlanta: Southern Education Foundation and  
John Hay Whitney Foundation, 1976), p. 29.



## SYNOPSIS OF SELECTED SEMINAR SPEECHES

### Academic Programming For Black Students In Professional Schools And Graduate Education

by Johnnie McFadden

A number of organizations and institutes have expressed intense interest in the future of Black colleges and Black students at both graduate and undergraduate levels. A sampling of such groups includes the National Alliance for Equal Opportunity in Higher Education (NAFEO), the National Association of Black School Educators (NABSE), the Association for Non-White Concerns (ANWC), the Institute for Services in Education (ISE), the Southern Education Foundation (SEF), the Technical Assistance Consortium to Improve College Services (TACTICS), and others. The issue which we are addressing today is one, then, which is vivid and paramount.

The propensity for Black students in professional schools and graduate education is a germane challenge that we as Black leaders must face. While the 60's represented a period of rapid, yet tenuous, acceleration toward the recruitment of numerous Blacks (students and faculty) in post-secondary institutions having accredited programs for professional study, the 70's show a decline in active recruitment of Black students and faculty in professional schools and graduate education.

In 1973, doctoral students at public institutions, in general, within the sciences (engineering, physical, mathematical, life, psychological, and social), received financial aid to support their studies primarily through research assistantships and teaching assistantships. The amount of change over a one-year period was +2.2% for the former and +2.3% for the latter. The amount of change over a one-year period for fellowships and traineeships was -11.5% and for other types of support, -7.3%.<sup>1</sup> The inference indicates that the probability for Black doctoral students to secure financial assistance within the aforementioned sciences is greater via research and teaching assistantships. How does the panorama look then for our students at the master's level? For full-time graduate students pursuing the master's degree, the avenues providing positive visibility also represent partial research and teaching assistantships.

Consistently during the last three years, the field of engineering has claimed gains in the number of Black students. Bradley of the American Society for Engineering Education (primarily supported by the Alfred P. Sloan Foundation) states that graduate school Black enrollments are expected to continue to grow in engineering as well as in other fields where this group is dramatically underrepresented. Total non-White enrollments for 1975-76 accounted approximately for 6.2% of the reported enrollment in engineering schools. Of the total 1975 non-White enrollments, 61.8% were Black students.<sup>2</sup>



## SYNOPSIS OF SELECTED SEMINAR SPEECHES

Academic Programming For Black Students In Professional Schools And Graduate

Education

by Johnnie McFarland

A number of organizations and individuals have expressed interest in the future of Black colleges and Black students at both graduate and undergraduate levels. A sampling of such groups includes the National Alliance for Equal Opportunity in Higher Education (NAEHO), the National Association of Black School Educators (NABSE), the Association for Non-White Concerns (ANWC), the Institute for Services in Education (ISE), the Southern Education Foundation (SEF), the Technical Assistance Consortium to Improve College Services (TACHS), and others. The issue which we are addressing today is one, then, which is vivid and pertinent.

The propensity for Black students in professional schools and graduate education is a genuine challenge that we as Black leaders must face. While the 60's represented a period of rapid, yet tenuous, acceleration toward the recruitment of numerous Blacks (students and faculty) in post-secondary institutions having accredited programs for professional study, the 70's show a decline in active recruitment of Black students and faculty in professional schools and graduate education.

In 1973, doctoral students at public institutions in general, within the sciences (engineering, physical, mathematical, life, psychological, and social), received financial aid to support their studies primarily through research assistantships and teaching assistantships. The amount of change over a one-year period was +3.1% for the former and +3.1% for the latter. The amount of change over a one-year period for fellowships and assistantships was -11.3% and for other types of support, -7.3%.<sup>1</sup> The inference indicates that the probability for Black doctoral students to secure financial assistance within the aforementioned sciences is greater via research and teaching assistantships. How does the panorama look then for our students at the master's level? For full-time graduate students pursuing the master's degree, the avenues providing positive visibility also represent partial research and teaching assistantships.

Consistently during the last three years, the field of engineering has claimed gains in the number of Black students. Briefly of the American Society for Engineering Education (primarily supported by the Alfred P. Sloan Foundation) states that graduate school Black enrollments are expected to continue to grow in engineering as well as in other fields where this group is dramatically underrepresented. Total non-White enrollments for 1972-73 accounted approximately for 6.2% of the reported enrollment in engineering schools. Of the total 1972 non-White enrollments, 61.8% were Black students.<sup>2</sup>



Coming to grips with the notion of having non-Blacks to set goals for our students, to establish parameters within which Black people must function, to determine career aspirations for our young, aggressively to seek Black scholars and gifted coeds is a realistic destiny for us as Black leaders to operationalize. To cite an example, in 1972 the Alfred P. Sloan Foundation on a national level encouraged establishment of the goals for "minority-group" enrollments in engineering schools. "The number of new engineering graduates for each minority group should be the same proportion as the proportion of minority groups in the general population."<sup>3</sup>

National reports indicate that enrollment of non-White students in engineering has increased at a faster rate than engineering enrollments as a whole, resulting from efforts among business and engineering schools.<sup>4</sup> As these groups design activities for Black engineering students, let us as advisors, professors, counselors, and administrators scrutinize the following efforts:

1. Programs to recruit and retain Black students

- a. Establishment of dual-degree programs by liberal arts and technical schools. . .
- b. Relaxation of transfer policies . . .
- c. Pre-engineering institutes. . .
- d. Tutoring and scholarships . . .

2. National Academy of Engineering's National Fund for Minority Students

Scholarship fund to offer financial-aid incentives to engineering schools that increased their minority enrollment . . .

(1,328 scholarships totaling \$1.2 million were awarded to 117 engineering schools.)<sup>5</sup>

3. Advertising campaigns and traveling exhibits . . .

4. Major corporations producing summer and fall workshops for college, high school, and junior-high minority-groups (e.g., pre-engineering education and remedial work in engineering) . . .

5. The National Academy of Engineering itself having assumed responsibility for organizing efforts . . .

6. Cooperative programs designed to offer combined work and study experiences to students . . .



Coming to grips with the notion of having non-Blacks to set goals for our students, to establish parameters within which Black people must function, to determine career aspirations for our young, aggressively to seek Black scholars and gifted youth is a realistic destiny for us as Black leaders to operationalize. To cite an example, in 1971 the Alfred P. Sloan Foundation on a national level encouraged establishment of the goals for "minority-group" enrollment in engineering schools. "The number of new engineering graduates for each minority group should be the same proportion as the proportion of minority groups in the general population."<sup>3</sup>

National reports indicate that enrollment of non-White students in engineering has increased at a faster rate than engineering enrollments as a whole, resulting from efforts among business and engineering schools.<sup>4</sup> As these groups design activities for Black engineering students, let us as advisors, professors, counselors, and administrators scrutinize the following efforts:

1. Programs to recruit and retain Black students
  - a. Establishment of degree programs by liberal arts and technical schools
  - b. Relaxation of transfer policies
  - c. Pre-engineering institutes
  - d. Tutoring and scholarships
2. National Academy of Engineering's National Fund for Minority Students
 

Scholarship fund to offer financial aid incentive to engineering schools that increased their minority enrollment.

(1,328 scholarships totaling \$1.2 million were awarded to 117 engineering schools).<sup>5</sup>
3. Advertising campaign and traveling exhibits
4. Major corporations producing summer and fall workshops for college, high school, and junior-high minority-groups (e.g., pre-engineering education and remedial work in engineering)
5. The National Academy of Engineering itself having assumed responsibility for organizing efforts
6. Cooperative programs designed to offer combined work and study experiences to students



The federal government has now reorganized the need to engage in providing financial support for non-White students aspiring toward areas of concentration in engineering. The American Society for Engineering Education has established a task force to study "the government's role in aiding the production of minority-group engineers and is expected to release a report"<sup>6</sup> by the end of this calendar year.

While the National Board on Graduate Education has called for targeted programs to increase the number of Black students in graduate schools and to give them adequate support once enrolled, the Board has rejected the notion that one important barrier to Black student participation in graduate and professional education is "his or her motivation." An individual in response to NBGE said, "While I would not use the word motivation, I think that many minority students have set the attainment of a bachelor's degree as a realistic goal. The setting of goals that appear to be reasonable and within our abilities to achieve is a process that most of us follow. In fact, such a process is the only safe course to follow, as setting unreachable goals leads to failure and frustration . . . . The minority student needs to be made aware of his opportunities so that he can see that graduate study is available to him and within his reasonable expectations."<sup>7</sup>

The unemployment rates for Black college graduates during 1974 and 1975 were consistently higher than those for White college graduates:<sup>8</sup>

	1974			1975	
	Black	White		Black	White
Male	4.1%	2.3%	Male	3.9%	2.4%
Female	2.5%	1.6%	Female	4.1%	3.6%

So the task of stimulating academically bright, young Black students to enroll in professional schools and graduate education in far greater numbers continues to plague us. Between 1970 and 1974 Blacks, unlike Whites, have consistently shown a positive increase in percentage of change in the population of groups from ages 16 to 34 relative to college enrollment. In fact, the overall per cent of change for Blacks over this four-year period was +35, yet only +0.7 for Whites. The greatest change for Blacks was reflected between the ages of 25-29 (+118%) and 30-34 (+142%).<sup>9</sup> The results seem to indicate that Blacks of a more mature age are showing an increasing interest in post-secondary and graduate education despite the employment picture in America. Regretfully, the dropout rate for Black students was higher in 1974 than for White students. In fact, 47% Black males (61% White males) remained as seniors in 1974; 35% Black females (52% White females).<sup>10</sup>

Desegregation in higher education appears not to contribute either to the improved retention rate of Black college students nor to increasing the enrollment of Black students in professional schools or graduate education. The 28 Black graduate schools in this country, four of which offer doctorate degrees (Howard University, Atlanta University, Meharry Medical College, Texas Southern University), awarded 5,545 master's degrees and 43 doctorates in 1973 - 5.7% of the 760 doctorates earned by Black United States citizens.<sup>11</sup>



The federal government has now reorganized the need to engage in providing financial support for non-White students aspiring toward areas of concentration in engineering. The American Society for Engineering Education has established a task force to study "the government's role in aiding the production of minority-group engineers and is expected to release a report" by the end of this calendar year.

While the National Board on Graduate Education has called for targeted programs to increase the number of Black students in graduate schools and to give them adequate support once enrolled, the Board has rejected the notion that one important barrier to Black student participation in graduate and professional education is "his or her motivation." An individual in response to NBGE said, "While I would not use the word motivation, I think that many minority students have set the attainment of a bachelor's degree as a realistic goal. The setting of goals that appear to be reasonable and within one's abilities to achieve is a process that most of us follow. In fact, such a process is the only safe course to follow, as setting unattainable goals leads to failure and frustration. The minority student needs to be made aware of his opportunities so that he can see that graduate study is available to him and within his reasonable expectations."

The unemployment rates for Black college graduates during 1974 and 1975 were consistently higher than those for White college graduates.<sup>9</sup>

1974		1975	
Male	Black	Male	Black
4.1%	1.1%	3.9%	1.1%
Female	Black	Female	Black
2.5%	1.8%	4.1%	3.6%

So the task of stimulating academically bright young Black students to enroll in professional schools and graduate education in the greatest numbers continues to plague us. Between 1970 and 1974 Blacks, unlike Whites, have consistently shown a positive increase in percentage of change in the population of groups from ages 18 to 34 relative to college enrollment. In fact, the overall per cent of change for Blacks over this four-year period was +35, yet only +0.7 for Whites. The greatest change for Blacks was reflected between the ages of 25-29 (+118%) and 30-34 (+142%).<sup>10</sup> The results seem to indicate that Blacks of a more mature age are showing an increasing interest in post-secondary and graduate education despite the employment picture in America. Regrettably, the dropout rate for Black students was higher in 1974 than for White students. In fact, 47% Black males (61% White males) remained as seniors in 1974; 32% Black females (52% White females).<sup>11</sup>

Disparities in higher education appear not to contribute either to the improved retention rate of Black college students nor to increasing the enrollment of Black students in professional schools or graduate education. The 38 Black graduate schools in this country, four of which offer doctorate degrees (Howard University, Atlanta University, Meharry Medical College, Texas Southern University), awarded 2,345 master's degrees and 43 doctorates in 1973 - 2.7% of the 760 doctorates earned by Black United States citizens.<sup>12</sup>



Black graduate schools are requesting increased federal and state support in order to continue to provide the culturally enriched services which they have offered historically. The Conference of Deans of Black Graduate Schools rightfully and forcefully purport that the Black graduate schools must be recognized as "vehicles for achieving national educational goals that have been deemed valid. This requires the tremendous power and prestige of the national government." Of course, resources too! The Conference of Deans further states that the job of "providing the nation with a pool of highly trained minority personnel has not been done and probably will not be done through the instrumentality of majority institutions."<sup>12</sup>

Toward what fields of specialization, then should Black graduate students aspire? A prognosis would indicate that the majority of graduate degrees for Blacks is in education. In fact, 60% of all graduate degrees awarded in 1973 by Black institutions were in education. It is imperative for Black graduate students to "broaden the scope of their curricular" and professional-seeking choices in conjunction with the preparation of Black school educators who will be a force for social change in our community.<sup>13</sup> Funding and placing more postgraduate programs on Black college and university campuses is but one tool for enhancing the Black population beyond the bachelor's degree. Moreover, supplementing the basic operating budget of our institutions to include gifts, endowments, and additional funds would prove to entice more Black students to envision the attainment of a master's or doctoral degree as being a "realistic goal."

The National Board on Graduate Education, created in 1971 by the Conference Board of Association Research Councils (American Council on Education, Social Science Research Council, American Council of Learned Societies, National Research Council), has acknowledged that the constitutionality of some higher education programs designed specifically for members of "minority groups" has been challenged on the grounds that they constitute "reverse discrimination." Nevertheless, the National Board on Graduate Education claims that such programs should be developed and maintained until the enrollment of members of "minority groups," as Blacks, becomes a "self-sustaining process."<sup>14</sup> As we know quite well, current efforts to recruit and maintain Blacks throughout graduate studies are insufficient and fragmented. While the power structure continues to argue the legality and feasibility of programs for Black graduate students, the proliferation of goals for our children aspiring for graduate education dissipate.

We must vigorously encourage federal grants for the provision of student aid, tuition, research, evaluation, and support services for Black graduate students. It is in the best interest of our survival to develop underutilized Black talent, skills, and minds in areas of business, management, natural resources, agriculture, biological sciences, engineering, computer sciences, environmental design, health professions, law, fine arts, social sciences, media arts. The University of California has earmarked \$585,000 to underwrite the Outreach Program in an effort to attract more "minority group students" by visiting schools with large "minority enrollments" and by making earlier commitments of financial aid to



Black graduate schools are requesting increased federal and state support in order to continue to provide the culturally enriched services which they have offered historically. The Conference of Deans of Black Graduate Schools rightfully and forcefully points out that the Black graduate schools must be recognized as "vehicles for achieving national educational goals that have been deemed valid. This requires the tremendous power and prestige of the national government." Of course, resources too! The Conference of Deans further states that the job of "providing the nation with a pool of highly trained minority personnel has not been done and probably will not be done through the instrumentality of majority institutions."<sup>12</sup>

Toward what fields of specialization, then, should Black graduate students agree? A prognosis would indicate that the majority of graduate degrees for Blacks in education in fact, 60% of all graduate degrees awarded in 1973 by Black institutions were in education. It is imperative for Black graduate students to "broaden the scope of their curriculum" and professional-seeking choices in conjunction with the preparation of Black school educators who will be a force for social change in our community.<sup>13</sup> Funding and placing more postgraduate programs on Black college and university campuses is but one tool for enhancing the Black population beyond the bachelor's degree. Moreover, supplementing the basic operating budget of our institutions to include gifts, endowments, and additional funds would prove to entice more Black students to envision the attainment of a master's or doctoral degree as being a realistic goal.

The National Board on Graduate Education, created in 1971 by the Conference Board of Association Research Councils (American Council on Education, Social Science Research Council, American Council of Learned Societies, National Research Council), has acknowledged that the cross-nationality of some higher education programs designed specifically for members of "minority groups" has been challenged on the grounds that they constitute "reverse discrimination." Nevertheless, the National Board on Graduate Education claims that such programs should be developed and maintained and the enrollment of members of "minority groups," as Blacks, become a "well-sustaining process."<sup>14</sup> As we know quite well, current efforts to recruit and maintain Blacks throughout graduate studies are insufficient and fragmented. While the power structure continues to stifle the legitimacy and feasibility of programs for Black graduate students, the prohibition of goals for our children serving for graduate education dispirits.

We must vigorously encourage federal grants for the provision of student aid, tuition, research, evaluation, and support services for Black graduate students. It is in the best interest of our survival to develop underutilized Black talent, skills, and minds in areas of business, management, natural resources, agriculture, biological sciences, engineering, computer sciences, environmental design, health professions, law, fine arts, social sciences, media arts. The University of California has earmarked \$282,000 to underwrite the Outreach Program in an effort to attract more "minority group students" by visiting schools with large "minority enrollments" and by making earlier commitments of financial aid to



qualifying students.<sup>15</sup> This is an example of what could be done at the state level to insure a proportionate number of Black students in graduate education and professional programs.

... The Danforth Foundation trustees "have directed that at least 25 of its approximately 100 annual graduate fellowships be awarded to minority students, beginning during the 1977-78 academic year."<sup>16</sup> The trustees also plan to utilize any excess fellowship funds to recruit "minority students" for graduate education.

... The Moton Center for Independent Studies, a new research center designed specifically for the graduate education (post-doctoral) of faculty members from predominantly Black colleges, provides seminars and training opportunities for twenty persons via the Atlanta University Center as the academic sponsor. The Moton Center, operating from the University City Science Center in Philadelphia, plans to offer scholars on minority campuses opportunities to enter into research problems incident to the Black experience in America. Participating scholars must be committed to returning to their predominantly Black campuses after a year of study. Initially the Center is emphasizing research in the social sciences and the humanities, particularly studies related to contemporary problems indigenous to minority communities.<sup>17</sup>

... The National Fellowships Fund of the Council of Southern Universities provides graduate fellowships for Black students who aspire for careers in higher education at the doctoral level. Such fields include basic biological and physical sciences, humanities, and the basic social sciences.<sup>18</sup>

... The Southern Fellowships Fund of the Council of Southern Universities provides a cadre of college faculty members, particularly Black talent for American institutions. Applicants must be committed to continuing careers in Black colleges.<sup>19</sup>

Many Black students who have the knowledge, the expertise and the academic skills to function productively in graduate programs are denied entrance because of minimal monetary resources and inadequate knowledge of available materials. Therefore, it is incumbent upon the nation's universities to publicize available resources and to solicit and encourage the acquisition of them by Black students. It is equally significant that Black youth be inspired to pursue degrees in areas where there does not exist an abundance of Black expertise.<sup>20</sup> Colleges and universities must offer both entrance and existing resources--human, scholastic, and pecuniary--so that the Black youngster can continue his/her pursuit and not be altered in the process. Knowledge of scholarships, assistantships--graduate and teaching--must be placed in areas where Black students can readily become cognizant of each and can acquire financial support in pursuit of academic excellence.

<sup>16</sup>"Danforth Fellowships Targeted for Minorities," *The Chronicle of Higher Education*, XII, No. 15 (June 21, 1976), 2.



qualifying students.<sup>15</sup> This is an example of what could be done at the state level to insure a proportionate number of Black students in graduate education and professional programs.

The Danforth Foundation trustees have directed that at least 25 of its approximately 100 annual graduate fellowships be awarded to minority students beginning during the 1977-78 academic year.<sup>16</sup> The trustees also plan to utilize any excess fellowship funds to recruit "minority students" for graduate education.

The Moton Center for Independent Studies, a new research center devoted specifically for the graduate education (post-doctoral) of faculty members from predominantly Black colleges, provides seminars and training opportunities for twenty persons via the Atlanta University Center as the academic sponsor. The Moton Center, operating from the University City Science Center in Philadelphia, plans to offer scholars on minority campus opportunities to enter into research projects incident to the Black experience in America. Participating scholars must be committed to returning to their predominantly Black campus after a year of study. Initially the Center is emphasizing research in the social sciences and the humanities, particularly studies related to contemporary problems indigenous to minority communities.<sup>17</sup>

The National Fellowship Fund of the Council of Southern Universities provides graduate fellowships for Black students who aspire for careers in higher education at the doctoral level. Such fellowships include basic biological and physical sciences, humanities, and the basic social sciences.<sup>18</sup>

The Southern Fellowship Fund of the Council of Southern Universities provides a cadre of college faculty members, particularly Black, for American institutions. Applicants must be committed to continuing careers in Black colleges.<sup>19</sup>

Many Black students who have the knowledge, the expertise and the academic skills to function productively in graduate programs are denied entrance because of minimal monetary resources and inadequate knowledge of available materials. Therefore, it is incumbent upon the nation's universities to publicize available resources and to solicit and encourage the acquisition of them by Black students. It is equally significant that Black youth be inspired to pursue degrees in areas where there does not exist an abundance of Black expertise.<sup>20</sup> Colleges and universities must offer both entrance and existing resources—human, academic, and pecuniary—to that the Black youngster can continue his/her pursuit and not be alienated in the process. Knowledge of scholarships, assistantships—graduate and teaching—must be placed in areas where Black students can readily become cognizant of each and can acquire financial support in pursuit of academic excellence.



## FOOTNOTES

<sup>1</sup>"Graduate Students in the Sciences," The Chronicle of Higher Education, X, No. 3 (March 10, 1976), 12.

<sup>2</sup>Anne C. Roark, "Engineering Schools Claim Gain in Minority Students," The Chronicle of Higher Education, XIII, No. 5 (October 4, 1976), 7.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>S. Roger Kirkpatrick, "Minority Groups and Graduate Education," The Chronicle of Higher Education, XII, No. 19 (July 19, 1976), 9.

<sup>8</sup>Fran Tucksher and Others, "Unemployment Rates for College Graduates," The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 2.

<sup>9</sup>\_\_\_\_\_, "Who Goes to College," The Chronicle of Higher Education, XI, No. 14 (December 15, 1975), 4.

<sup>10</sup>Ibid., "College Drop Out Rate."

<sup>11</sup>Malcolm G. Scully, "Black Graduate Schools Call for More Support," The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 8.

<sup>12</sup>Ibid.

<sup>13</sup>Ibid.

<sup>14</sup>Malcolm G. Scully, "Seek Minorities, Graduate Board Urges Schools," The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 9.

<sup>15</sup>"Notes," The Chronicle of Higher Education, XII, No. 9 (April 26, 1976), 2.

<sup>16</sup>"Danforth Fellowships Targeted for Minorities," The Chronicle of Higher Education, XII, No. 15 (June 21, 1976), 2.



# FOOTNOTES

- <sup>1</sup> "Graduate Students in the Sciences," The Chronicle of Higher Education, X, No. 3 (March 10, 1976), 12.
- <sup>2</sup> Anne C. Roark, "Engineering Schools Claim Gain in Minority Students," The Chronicle of Higher Education, XII, No. 2 (October 4, 1976), 1.
- <sup>3</sup> ibid.
- <sup>4</sup> ibid.
- <sup>5</sup> ibid.
- <sup>6</sup> ibid.
- <sup>7</sup> Roger Kirkpatrick, "Minority Groups and Graduate Education," The Chronicle of Higher Education, XII, No. 19 (July 19, 1976), 9.
- <sup>8</sup> Brian Tucker and Others, "Unemployment Rates for College Graduates," The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 1.
- <sup>9</sup> "Who Goes to College," The Chronicle of Higher Education, XI, No. 14 (December 12, 1975), 4.
- <sup>10</sup> ibid., "College Drop Out Rate."
- <sup>11</sup> Malcolm G. Scully, "Black Graduate Schools Call for More Support," The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 8.
- <sup>12</sup> ibid.
- <sup>13</sup> ibid.
- <sup>14</sup> Malcolm G. Scully, "Seek Minorities, Graduate Board Urges Schools," The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 9.
- <sup>15</sup> "Notes," The Chronicle of Higher Education, XII, No. 9 (April 26, 1976), 1.
- <sup>16</sup> "Northeast Fellowships Targeted for Minorities," The Chronicle of Higher Education, XII, No. 15 (June 21, 1976), 2.



17"Black-Faculty Research: Moton Institute Plans Advanced Study Center," The Chronicle of Higher Education, X, No. 11 (May 5, 1975), 14.

18Graduate Fellowships for Black Americans, Atlanta: National Fellowship Fund, (July 15, 1976), 3.

19Southern Fellowships Fund, Atlanta: Southern Fellowships Fund, (August 15, 1976), 3.

20"Degrees Awarded in Various Fields - 1974," The Chronicle of Higher Education, XII, No. 19 (July 19, 1976), 6.



- XII, No. 19 (July 19, 1976), 6.
- 20 "Degrees Awarded in Various Fields - 1974," The Chronicle of Higher Education, 1976, 3.
- 19 Southern Fellowship Fund, Atlanta: Southern Fellowship Fund, (August 12, 1976), 3.
- 18 Graduate Fellowships for Black Americans, Atlanta: National Fellowship Fund, (July 12, 1976), 3.
- 17 "Black-Faculty Research: Moton Institute Plans Advanced Study Center," The Chronicle of Higher Education, X, No. 11 (May 2, 1975), 14.



## BIBLIOGRAPHY

- "Black-Faculty Research: Moton Institute Plans Advanced Study Center." The Chronicle of Higher Education, X, No. 11 (May 5, 1975), 14.
- "Danforth Fellowships Targeted for Minorities." The Chronicle of Higher Education, XII, No. 15 (June 21, 1976), 2.
- "Degrees Awarded in Various Fields - 1974." The Chronicle of Higher Education, XII, No. 19 (July 19, 1976), 6.
- Galambos, Eva C. Black College Graduates and the Job Market in the South - 1980. Atlanta: Southern Regional Education Board, 1976.
- Graduate Fellowships for Black Americans. Atlanta: National Fellowship Fund (July 15, 1976), 3.
- "Graduate Students in the Sciences." The Chronicle of Higher Education, X, No. 3 (March 10, 1976), 12.
- Harris, S. E. Statistical Portrait of Higher Education. New York: McGraw-Hill, 1972.
- Institute for Higher Educational Opportunity. College and Cultural Diversity - The Black Student on Campus. Atlanta: Southern Regional Education Board, 1971.
- Jellema, W. W. Higher Education Finance. Atlanta: Southern Regional Education Board, 1972.
- Kirkpatrick, S. Roger. "Minority Groups and Graduate Education." The Chronicle of Higher Education, XII, No. 19 (July 19, 1976), 9.
- "Notes." The Chronicle of Higher Education, XII, No. 9 (April 26, 1976), 2.
- Roark, Anne C. "Engineering Schools Claim Gain in Minority Students." The Chronicle of Higher Education, XIII, No. 5 (October 4, 1976), 7.
- Scully, Malcolm G. "Black Graduate Schools Call for More Support." The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 8.
- \_\_\_\_\_. "Seek Minorities, Graduate Board Urges Schools." The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 9.
- Southern Fellowships Fund. Atlanta: Southern Fellowships Fund (August 15, 1976), 3.
- Southern Regional Education Board. Enhancing Human Service Programs in Black Colleges. Atlanta: Southern Regional Education Board, 1970.



# BIBLIOGRAPHY

- "Black Faculty Research: Motion Institute Plans Advanced Study Center." The Chronicle of Higher Education, X, No. 11 (May 2, 1975), 14.
- "Dartmouth Fellowships Targeted for Minorities." The Chronicle of Higher Education, XII, No. 12 (June 21, 1976), 2.
- "Degrees Awarded in Various Fields - 1974." The Chronicle of Higher Education, XII, No. 19 (July 19, 1976), 6.
- Gelamco, Eva C. Black College Graduates and the Job Market in the South - 1980. Atlanta: Southern Regional Education Board, 1976.
- Graduate Fellowships for Black Americans. Atlanta: National Fellowship Fund (July 15, 1976), 3.
- "Graduate Students in the Sciences." The Chronicle of Higher Education, X, No. 3 (March 10, 1976), 12.
- Harris, S. E. Statistical Portrait of Higher Education. New York: McGraw-Hill, 1972.
- Institute for Higher Educational Opportunity, College and Cultural Diversity - The Black Student on Campus. Atlanta: Southern Regional Education Board, 1971.
- Jellens, W. W. Higher Education Finance. Atlanta: Southern Regional Education Board, 1972.
- Kukpatnick, S. Roger. "Minority Groups and Graduate Education." The Chronicle of Higher Education, XII, No. 19 (July 19, 1976), 9.
- "Notes." The Chronicle of Higher Education, XII, No. 9 (April 26, 1976), 2.
- Reark, Anne C. "Engineering School Claim Gain in Minority Students." The Chronicle of Higher Education, XII, No. 2 (October 4, 1976), 7.
- Scully, Malcolm C. "Black Graduate Schools Call for More Support." The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 8.
- "Seek Minorities Graduate Board Urges Schools." The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 9.
- Southern Fellowship Fund. Atlanta: Southern Fellowship Fund (August 15, 1976), 3.
- Southern Regional Education Board. Enhancing Human Service Programs in Black Colleges. Atlanta: Southern Regional Education Board, 1970.



Tucksher, Fran and Others. "College Drop Out Rate." The Chronicle of Higher Education, XI, No. 14 (December 15, 1975), 4.

\_\_\_\_\_. "Unemployment Rates for College Graduates." The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 2.

Tucksher and Others. "Who Goes to College." The Chronicle of Higher Education, XI, No. 14 (December 15, 1975), 4.

those in power, shaped by the influence of sexism, paternalism, elitism and racism; this apprehensive mass or mind-set is always in evidence vis-a-vis decisions involving women, the poor and Blacks. The rubrics under which this apprehensive mass operates are "Ability-Testing" and "Cost-Accountability," the former being a cover for elitism and racism, and the latter a cloak for sexism and paternalism. We must assert with all vigor that in this nation the criterion of morality-ethics must replace the above in educational decision-making unless we are ready to acquiesce in the presupposition that human beings are mere means to an end and that Black human beings are means to white ends. More often than not when the question who should go to college is posed, it is raised by those who consider themselves to be the haves in terms of ability, money, right gender and/or right race.

I assert without apology that most if not all of the present preoccupation with "ability and testing" in education, particularly in this section of the country, is a cover for elitism and racism. Persons in power and position who feel that they "have it or have made it" draw upon passions for "ability and testing" to bolster their opinions about "other folk." The idea here is akin to Joyce A. Ladner's definition of "deviance" in the introduction of her book, Tomorrow's Tomorrow. "Deviance is the invention of a group that uses its own standards as the ideal by which others are to be judged."<sup>1</sup> What objective, fool-proof criteria do we really have for judging the worth, merit or even the future potential of other people. Tim Beall, in a letter to the State newspaper of Columbia, December 7, 1976, implied that only the rich judge other people's worth! His letter read in part: "But who decides whether the editors of a monopoly newspaper are 'worth' more than a waitress who scurries from table to table? I know I don't." Only the racist and/or the elitist poses the question, Who should go to college?

Cost-accountability--why should these two terms become such a hue and cry as if they are new to Black folk? Black educators have always had to watch and exercise accountability with a trepidation known only to Black people who sensed that when all was said and done they were step-children at the table of American attitudes and educational opportunity. The cost-accountability theme in the last decade is a cover for paternalism and sexism instead of an accurate assessment of humane priorities which ought to upgrade the status of Blacks and women in education.

It is the position of the Judeo-Christian tradition that God made no big I's and little you's. The racist, the sexist, the elitist and the paternalist all have rejected that position and have put themselves in the position of God, the greatest of sin.



Tuckster, Fran and Others. "College Drop Out Rate." The Chronicle of Higher Education, XI, No. 14 (December 12, 1972), 4.

\_\_\_\_\_. "Unemployment Rates for College Graduates." The Chronicle of Higher Education, XII, No. 11 (May 10, 1976), 2.

Tuckster and Others. "Who Goes to College." The Chronicle of Higher Education, XI, No. 14 (December 12, 1972), 4.



## Who Should Go To College: An Ethical Question

by Latta Thomas

In this country in general and the Southern part of it in particular there has been an apperceptive mass possessed by those in power, shaped by the influence of sexism, paternalism, elitism and racism; this apperceptive mass or mind-set is always in evidence *vis-à-vis* decisions involving women, the poor and Blacks. The rubrics under which this apperceptive mass operates are "Ability-Testing" and "Cost-Accountability," the former being a cover for elitism and racism, and the latter a cloak for sexism and paternalism. We must assert with all vigor that in this nation the criterion of morality-ethics must replace the above in educational decision-making unless we are ready to acquiesce in the presupposition that human beings are mere means to an end and that Black human beings are means to white ends. More often than not when the question who should go to college is posed, it is raised by those who consider themselves to be the haves in terms of ability, money, right gender and/or right race.

I assert without apology that most if not all of the present preoccupation with "ability and testing" in education, particularly in this section of the country, is a cover for elitism and racism. Persons in power and position who feel that they "have it or have made it" draw upon passions for "ability and testing" to bolster their opinions about "other folk." The idea here is akin to Joyce A. Ladner's definition of "deviance" in the introduction of her book, *Tomorrow's Tomorrow*: "Deviance is the invention of a group that uses its own standards as the ideal by which others are to be judged."<sup>1</sup> What objective, fool-proof criteria do we really have for judging the worth, merit or even the future potential of other people. Tim Beall, in a letter to the *'State'* newspaper of Columbia, December 7, 1976, implied that only the rich judge other people's worth! His letter read in part: "But who decides whether the editors of a monopoly newspaper are 'worth' more than a waitress who scurries from table to table? I know I don't." Only the racist and/or the elitist poses the question, Who should go to college?

Cost-accountability-why should these two terms become such a hue and cry as if they are new to Black folk? Black educators have always had to watch cost and exercise accountability with a trepidation known only to Black people who sensed that when all was said and done they were step-children at the table of American altruism and educational opportunity. The cost-accountability theme in the last decade is a cover for paternalism and sexism instead of an accurate assessment of humane priorities which ought to upgrade the status of Blacks and women in education.

It is the position of the Judeo-Christian tradition that God made no big I's and little you's. The racist, the sexist, the elitist and the paternalist all have rejected that position and have put themselves in the position of God, the greatest of sins.



In this country in general and the South in particular there has been an appreciative mass possessed by those in power, shaped by the influence of racism, paternalism, elitism and racism, the appreciative mass or mind set is always in evidence vis-à-vis decisions involving women, the poor and Blacks. The rubric under which this appreciative mass operates are "Ability-Testing" and "Cost-Accountability," the former being a cover for elitism and racism, and the latter a cloak for racism and paternalism. We must assert with all vigor that in this nation the criterion of necessity—ethics must replace the above in educational decision-making unless we are ready to acquiesce in the presupposition that human beings are mere means to an end and that Black human beings are means to white ends. More often than not when the question who should go to college is posed, it is raised by those who consider themselves to be the haves in terms of ability, money, right gender and/or right race.

I assert without apology that most if not all of the present preoccupation with "ability and testing" in education, particularly in this section of the country, is a cover for elitism and racism. Persons in power and position who feel that they "have it up" have made it "draw upon passions for 'ability and testing'" to bolster their opinions about "other folk." The idea here is akin to Joyce Kilmer's definition of "deviance" in the introduction of her book *Tomorrow's Tomorrow*. "Deviance is the invention of a group that uses its own standards as the ideal by which others are to be judged."<sup>1</sup> What objective, fool-proof criteria do we really have for judging the worth, merit or even the future potential of other people? Jim Bell, in a letter to the *State* newspaper of Columbia, December 7, 1976, implied that only the rich judge other people's worth. His letter read in part: "But who decides whether the worth of a monopoly newspaper are 'worth' more than a waitress who scurries from table to table? I know I don't." Only the rich and/or the elitist poses the question, *Who should go to college?*

Cost-accountability—why should these two terms become such a fad and cry as if they are new to Black folk? Black educators have always had to watch cost and exercise accountability with a trepidation known only to Black people who sensed that when all was said and done they were step-children at the table of American elitism and educational opportunity. The cost-accountability theme in the last decade is a cover for paternalism and racism instead of an accurate assessment of humane priorities which ought to upgrade the status of Blacks and women in education.

It is the position of the today-Christian tradition that God made no big's and little's you's. The racist, the sexist, the elitist and the paternalist all have rejected that position and have put themselves in the position of God, the greatest of sins.



There is something patently unfair about deliberately screening out those students whose financial and academic handicaps society helped to create.

Who should go to college? I say that every living, breathing, kicking mother's son and daughter of them should be allowed to go. Whether a student wants to graduate is his or her business.

But they all deserve the opportunity. The history of Black oppression requires that Black students have the opportunity as a propitiation. The sweat, blood, and tears of Black forefathers deserve that they have it. The moral and ethical nature of the Hebraic-Christian God demands it.

When one examines the operational practices in institutions of higher education, one must inevitably differentiate the public and private lives of these institutions. The public life includes things said or done to enhance the public image of the school, i.e., plans, decisions, governmental support, conferences, work of committees, accomplishments of professors, sports teams, etc. The private life of the institution, on the other hand, includes what really happens in classrooms, libraries, at desks in offices, moment by moment, and the interaction of students and teachers in the learning process. Though the two are necessarily related, the connections or lack of connection are always obscured by the public image of the institution.

It is not necessary to review the accomplishments of affirmative action, for they are almost nil. It is interesting, however, to review the problems marginal to its evolution. Along with the violence of the 1960s, reaffirmation of ethnic identities and the rapid increase of Blacks entering college, there was a wild scramble among white universities to recruit black students. They were successful; however, the real result was that black students made demands of these institutions which white students, Black Studies and black administrators. Amidst this turmoil, the federal government sanctioned affirmative action. It became politically necessary for colleges and universities to create and file affirmative action plans, amending their public images. Those for whom affirmative action was intended—Blacks and women—were lost in the political scramble, creating a paradox between the public and private aspects of institutions and fostering much of the inertia that has paralyzed affirmative action programs.

After two Presidential orders, major Civil Rights legislation, affirmative action guidelines, combined with 100 million dollars spent in enforcement and compliance, one might assume that colleges and universities could no longer avoid implementation of affirmative action plans. Such an assumption raises two questions:

1. Are institutions fully and actively cooperating in "good faith" efforts to develop and implement genuine, positive and effective procedures for locating and hiring females, Blacks and other minorities?



There is something patently unfair about deliberately screening out those students whose financial and academic handicaps society helped to create.

Who should go to college? say that every living, breathing, kicking mother's son and daughter of them should be allowed to go. Whether a student wants to graduate is his or her business.

But they all deserve the opportunity. The history of Black oppression requires that Black students have the opportunity as a propitiation. The sweat, blood, and tears of Black forefathers deserve that they have it. The moral and ethical nature of the Hebrew-Christian God demands it.



## The Public And Private Aspects Of Affirmative Action In Higher Education

by James Lee Hill

There is perhaps little that can be said about affirmative action that has not already been said, either in polite language, or in more poetic four-letter words behind closed doors. In fact, the major problem with affirmative action is that it has indeed been talked to death; that is, very little action has been affirmative. The concept of affirmative action is a dynamic, revolutionary means of redressing injustices that Blacks and women have endured for hundreds of years. Yet, in its present state, it has accomplished very little and appears to be another of those plastic age words of doublespeak that Americans are fond of creating.

When one examines the operational practices in institutions of higher education, one must inevitably differentiate the public and private lives of these institutions. The public life includes things said or done to enhance the public image of the school, i.e., plans, decisions governmental support conferences, work of committees, accomplishments of professors, sports teams, etc. The private life of the institution, on the other hand, includes what really happens in classrooms, libraries, at desks in offices, moment by moment, and the interaction of students and teachers in the learning process. Though the two are necessarily related, the connections or lack of connection are always obscured by the public image of the institution.

It is not necessary to review the accomplishments of affirmative action, for they are almost nil. It is interesting, however, to review the problems tangential to its evolution. Along with the violence of the Sixties, reaffirmation of ethnic identities and the rapid increase of Blacks entering college, there was a wild scramble among white universities to recruit black students. They were successful; however, the end result was that black students made demands of these institutions—black educators, Black Studies and black administrators. Amidst this turmoil, the federal government sanctioned affirmative action. It became politically necessary for colleges and universities to create and file affirmative action plans, amending their public images. Those for whom affirmative action was intended—Blacks and women—were lost in the political scramble, creating a paradox between the public and private aspects of institutions and fostering much of the inertia that has paralyzed affirmative action programs.

After two Presidential orders, major Civil Rights legislation, affirmative action guidelines, combined with 100 million dollars spent in enforcement and compliance, one might assume that colleges and universities could no longer avoid implementation of affirmative action plans. Such an assumption raises two questions:

1. Are institutions fully and actively cooperating in "good faith" efforts to develop and implement genuine, positive and effective procedures for locating and hiring females, Blacks and other minorities?



There is perhaps little that can be said about affirmative action that has not already been said, either in polite language, or in more poetic four-letter words behind closed doors. In fact, the major problem with affirmative action is that it has indeed been talked to death; that is, very little action has been affirmative. The concept of affirmative action is a dynamic, revolutionary means of redressing injustices that Blacks and women have endured for hundreds of years. Yet, in its present state, it has accomplished very little and appears to be another of those classic age words of doubletalk that Americans are fond of creating.

When one examines the operational practices in institutions of higher education, one must inevitably differentiate the public and private lives of these institutions. The public life includes things said or done to enhance the public image of the school, i.e., plans, decisions, governmental support, conferences, work of committees, accomplishments of professors, sports teams, etc. The private life of the institution, on the other hand, includes what really happens in classrooms, libraries, at desks in offices, moment by moment, and the interaction of students and teachers in the learning process. Though the two are necessarily related, the connections or lack of connection are always obscured by the public image of the institution.

It is not necessary to review the accomplishments of affirmative action, for they are almost nil. It is interesting, however, to review the problems tangential to its evolution. Along with the violence of the Sixties, reevaluation of ethnic identities and the rapid increase of Blacks entering colleges, there was a wild scramble among white universities to recruit black students. They were successful; however, the end result was that black students made demands of these institutions-black educators, Black Studies and black administrators. Amidst this turmoil, the federal government sanctioned affirmative action. It became politically necessary for colleges and universities to create and file affirmative action plans, amending their public images. Those for whom affirmative action was intended-Blacks and women-were lost in the political scramble, creating a paradox between the public and private aspects of institutions and fostering much of the inertia that has paralyzed affirmative action programs.

After two Presidential orders, major Civil Rights legislation, affirmative action guidelines, combined with 100 million dollars spent in enforcement and compliance, one might assume that colleges and universities could no longer avoid implementation of affirmative action plans. Such an assumption raises two questions:

1. Are institutions fully and actively cooperating in "good faith" efforts to develop and implement genuine, positive and effective procedures for locating and hiring females, Blacks and other minorities?



2. Are institutions reluctantly designing internal administrative policies in which affirmative action is recognized procedurally, but in most cases, ignored both in substance and spirit?

Obviously, South Carolina institutions of higher education must accept to implement the affirmative action program. The latter, obviously, comes closer to the status of affirmative action in South Carolina and the nation. It is so massive an undertaking that neither the federal government, local agencies or institutions themselves have found the commitment or money to accomplish the task. Nationally, only 20 of 1000 colleges and universities in 1974 had HEW approved affirmative action plans and in the history of affirmative action prior to this time, there have been only eleven contractual disbarments of colleges and universities for non-compliance. Locally, most colleges and universities have protected their public images with phony issues, i.e. explaining the non-workability of the program, its negative effects on the institution, the difficulty of finding qualified Blacks and the onslaught of meritocracy. Another red herring has been the development of the backlash of reverse discrimination, contributing to an even greater inertia in the program.

Yet, the public image of colleges and universities is still much easier to cope with than the private image. Naturally, there are many deterrants to laying these institutions bare. The university system in this country, for example, represents a huge economic sector of society, with over 700,000 jobs and five billion in economic activity. Thus, the sheer thought of affirmative action sends "chills" down college administrators' backs. They recognize the potentially great leveling agent that affirmative action can be; that is, they have not come to acceptance of the numerical implications of the process.

Thus, when one looks at institutions of higher education, especially those in South Carolina, one sees that our institutions are no different than those across the nation. In effect, one sees:

1. That the delay of administrators of educational institutions in implementing the many justified and long overdue affirmative action measures constitutes a lack of "good faith" on the part of university administrators.
2. That Blacks are disproportionately underrepresented in the ranks of full-time faculty and student populations.
3. That the present structure of employment does a definite disservice to Blacks by denying them increased participation in university life.
4. That the present employment structure violates affirmative action concerns and denies Blacks due process in the protection of the jobs, and the right to gainful employment is placed in the hands of people who by tradition have kept Blacks underrepresented in employment.



2. Are institutions reluctantly designing internal administrative policies in which affirmative action is recognized procedurally, but in most cases, ignored both in substance and spirit?

The latter, obviously, comes closer to the status of affirmative action in South Carolina and the nation. It is so massive an undertaking that neither the federal government, local agencies or institutions themselves have found the commitment or money to accomplish the task. Nationally, only 30 of 1000 colleges and universities in 1974 had HEW approved affirmative action plans and in the history of affirmative action prior to this time, there have been only eleven contractual disbarments of colleges and universities for non-compliance. Locally, most colleges and universities have protected their public images with phony issues, i.e. explaining the non-availability of the program, its negative effects on the institution, the difficulty of finding qualified Blacks and the onslaught of meritocracy. Another red herring has been the development of the backlash of reverse discrimination, contributing to an even greater inertia in the program.

Yet, the public image of colleges and universities is still much easier to cope with than the private image. Naturally, there are many detourants to having these institutions part. The university system in this country, for example, represents a huge economic sector of society, with over 700,000 jobs and five billion in economic activity. Thus, the sheer thought of affirmative action stinks "death" down college administrators' backs. They recognize the potentially great leveling agent that affirmative action can be; that is, they have not come to acceptance of the historical implications of the process.

Thus, when one looks at institutions of higher education, especially those in South Carolina, one sees that our institutions are no different than those across the nation. In effect, one sees:

1. That the delay of administrators of educational institutions in implementing the many justified and long overdue affirmative action measures constitutes a lack of "good faith" on the part of university administrators.
2. That Blacks are disproportionately underrepresented in the ranks of full-time faculty and student populations.
3. That the present structure of employment does a definite disservice to Blacks by denying them increased participation in university life.
4. That the present employment structure violates affirmative action concerns and denies Blacks due process in the protection of the job, and the right to equal employment is placed in the hands of people who by tradition have kept Blacks underrepresented in employment.



5. That there is no full-time commitment to affirmative action in the allocation of personnel, resources, budget priorities or money.

Obviously, South Carolina institutions of higher education must move to implement the affirmative action program that they proudly point to for public benefit. They must face the fact that the college degree is no longer just a luxury for upper and middle class individuals; it is now a necessity for many poor and working-class youths who are hopeful of economic security. These institutions are instruments of economic and social mobility, and their claims on the public and private purse implies societal usefulness and engagement.

These questions might sound patronizing, if not paternalistic, but they are real to the administrators, teachers or community leaders confronted with formulating educational policy.

The statistical history of the increased opportunities for full educational attainment of Blacks is familiar. According to the 1971 Census Bureau reports, the number of Blacks in college rose from 5.0 percent to 6.6 percent in the five year period between October 1964 and October 1969. A more dramatic rise is seen when one looks at the profile of Black freshmen; the American Council on Education reported a rise from 5.8 percent to 9.1 percent in the one year period between the fall of 1964 and fall of 1969. The 1976 edition of the *Condition of Education* shows a total of 5,543,297 undergraduates in higher education. Of this figure, a breakdown of the minority student representation shows that there are 464,737 Black, 130,840 Spanish surname, 37,577 Oriental and 32,134 Native American or American Indian undergraduates. Less than half of the 464,737 Black undergraduates are enrolled in the more than 10 Black colleges and universities.

Traditionally, Black colleges and universities have provided in the past and continue to provide the vast majority of Blacks with an opportunity for higher education. If Black institutions are discontinued and/or diminished in capability, literally thousands of Blacks will be denied an opportunity for college training. This proportion is supported by the fact that in the late 1960's and early 1970's half of the Blacks attending college were in formerly all-white schools, but historically Black institutions were still graduating four out of every five Blacks earning college degrees.

Many traditionally white colleges and universities recognize that special efforts must be made to overcome the perceiving problems of minority students. Thus, these institutions have and are actively implementing special educational programs that focus upon the academic and social needs of minority students. The inauguration of the Educational Opportunity Program (EOP) at The University of Iowa in 1968 is a classic example.

More and more, major southern white institutions have become humanized to the extent that more Blacks are numbered among their student populace. It might be interesting



2. That there is no full-time commitment to affirmative action in the allocation of personnel, resources, budget priorities or money.

Obviously, South Carolina institutions of higher education must move to implement the affirmative action program that they proudly point to for public benefit. They must face the fact that the college degree is no longer just a luxury for upper and middle class individuals; it is now a necessity for many poor and working-class youths who are hopeful of economic security. These institutions are instruments of economic and social mobility, and their claims on the public and private purse implies societal usefulness and engagement.



## Recruitment, Retention, and Graduation of Black Students at White Post-Secondary Institutions

by Eddie Burnette

Today there is exceptionally high interest in Black and other minority students in higher education. Questions arise—who are they, what do they want, what can the university do, and what should the university refrain from doing in aiding these students? These questions might sound patronizing, if not paternalistic; but they are real to the administrators, teachers or community leaders confronted with formulating educational policy.

The statistical litany of the increased opportunities for full educational development of Blacks is familiar. According to the 1971 Census Bureau reports, the number of Blacks in college rose from 5.0 percent to 6.6 percent in the five year period between October 1964 and October 1969. A more dramatic rise is seen when one looks at the profile of Black freshmen; the American Council on Education reported a rise from 5.8 percent to 9.1 percent in the one year period between the fall of 1968 and fall of 1969. The 1976 edition of the Condition of Education shows a total of 5,543,207 undergraduates in higher education. Of this figure, a breakdown of the minority student representation shows that there are 464,737 Black; 130,840 Spanish surname; 57,577 Oriental and 32,234 Native American or American Indian undergraduates. Less than half of the 464,737 Black undergraduates are enrolled in the more than 10 Black colleges and universities.

Traditionally, Black colleges and universities have provided in the past and continue to provide the vast majority of Blacks with an opportunity for higher education. If Black institutions are discontinued and/or diminished in capability, literally thousands of Blacks will be denied an opportunity for college training. This proportion is supported by the fact that in the late 1960's and early 1970's half of the Blacks attending college were in formerly all-white schools, but historically Black institutions were still graduating four out of every five Blacks earning college degrees.

Many traditionally white colleges and universities recognize that special efforts must be made to overcome the perceiving problems of minority students. Thus, these institutions have and are actively implementing special educational programs that focus upon the academic and social needs of minority students. The inauguration of the Educational Opportunity Program (EOP) at The University of Iowa in 1968 is a classic example.

More and more, major southern white institutions have become humanized to the extent that more Blacks are numbered among their student populace. It might be interesting



# Recruitment, Retention, and Graduation of Black Students at White Post-Secondary Institutions by Eddie Burnett

Today there is exceptionally high interest in Black and other minority students in higher education. Questions arise—who are they, what do they want, what can the university do, and what should the university retain from doing in aiding these students? These questions might sound patronizing, if not paternalistic; but they are real to the administrators, teachers or community leaders confronted with formulating educational policy.

The statistical story of the increased opportunities for full educational development of Blacks is familiar. According to the 1971 Census Bureau reports, the number of Blacks in college rose from 2.0 percent to 6.6 percent in the five year period between October 1964 and October 1969. A more dramatic rise is seen when one looks at the profile of Black freshmen; the American Council on Education reported a rise from 2.8 percent to 9.1 percent in the one year period between the fall of 1968 and fall of 1969. The 1976 edition of the *Condition of Education* shows a total of 2,543,207 undergraduates in higher education. Of this figure, a breakdown of the minority student representation shows that there are 464,737 Black; 130,840 Spanish surname; 27,277 Oriental and 32,234 Native American or American Indian undergraduates. Less than half of the 464,737 Black undergraduates are enrolled in the more than 10 Black colleges and universities.

Traditionally, Black colleges and universities have provided in the past and continue to provide the vast majority of Blacks with an opportunity for higher education. If Black institutions are discontinued and/or diminished in capability, literally thousands of Blacks will be denied an opportunity for college training. This proposition is supported by the fact that in the late 1960's and early 1970's half of the Blacks attending college were in formerly all-white schools, but historically Black institutions were still graduating four out of every five Blacks earning college degrees.

Many traditionally white colleges and universities recognize that special efforts must be made to overcome the pervasive problems of minority students. Thus, these institutions have and are actively implementing special educational programs that focus upon the academic and social needs of minority students. The inauguration of the Educational Opportunity Program (EOP) at The University of Iowa in 1968 is a classic example.

More and more, major southern white institutions have become humanized to the extent that more Blacks are numbered among their student populace. It might be interesting



to know that, except for the larger Black institutions as Howard, Southern, Morgan State, Texas Southern and Tennessee State Universities, the Black student population at those white institutions with institutional commitments to minority programs, equals and--in some cases--surpasses the enrollment of many of the Black colleges and universities.

The successful retention rate of Black students in the white institutions is due mostly to integration. More than 60 percent of the Blacks enrolled at white institutions persevere to graduate. One other key variable to support this positive retention - graduation rate is the opportunity afforded the same Black students to continue their educational pursuits beyond the baccalaureate degree. Many other variables account for this successful retention-graduation rate.

Despite the many inroads made in higher education, Blacks are far from being full participants in American higher education. There is no question that the educational opportunities, as well as attainments of Blacks, have been improving. Blacks are proportionately underrepresented in all institutions of higher education except for two-year colleges and the traditional Black four-year colleges. As evidenced by the varied minority programs at traditionally white colleges and universities, one can see these programs as encouraging signs that American higher education is becoming cognizant of the facts that minority groups have been deprived of higher educational opportunities and that strides are under way to close this gap.

Along with being organized is the amount of financial support which an alumni contributes to the institution. Any group who thinks it can effectively influence decisions at an institution without making a significant monetary contribution to that institution is engaged in wishful thinking.

The decision-making process can also be influenced by lobbying. Most states, particularly southern ones, insist on a "no lobbying" clause in charters issued to alumni organizations. This is usually an attempt to apply the "black code" concept to these groups. This attempt can be circumvented quite easily, by supporting a group which does lobby or in the absence of one considered favorable to your cause, organize a group, register it as a lobbying group. This can be very effective.

Alumni groups must learn to deal effectively with presidents or chancellors of Black schools if they seek to influence decision-making at the school. If the president is honest with an active alumni, both sides can profit from the cooperation. The student body can be used effectively by an interested alumni to influence policy-making if properly undertaken.



to know that except for the larger Black institutions as Howard, Southern, Morgan State, Texas Southern and Tennessee State Universities, the Black student population in those white institutions with institutional commitments to minority programs, equate and in some cases surpasses the enrollment of many of the Black colleges and universities.

The successful retention rate of Black students in the white institutions is due mostly to integration. More than 60 percent of the Blacks enrolled at white institutions graduate to graduate. One other key variable to support this positive retention - graduation rate is the opportunity afforded the same Black students to continue their educational pursuits beyond the baccalaureate degree. Many other variables account for this successful retention-graduation rate.

Despite the many inroads made in higher education, Blacks are far from being full participants in American higher education. There is no question that the educational opportunities as well as attainments of Blacks, have been improving. Blacks are proportionately underrepresented in the institutions of higher education except for two-year colleges and the traditional Black four-year colleges. As evidenced by the varied minority programs at traditionally white colleges and universities, one can see these programs as encouraging signs that American higher education is becoming cognizant of the facts that minority groups have been deprived of higher educational opportunities and that strides are under way to close this gap.



## How Can Alumni Effectively Influence The Decision-Making Process at Public Colleges?

by James E. Bridgett, Jr.

If Black institutions are to survive, they must look to their traditional past, take stock in their present and plan and plot a course which will result in a worthwhile future. The alumni of these institutions must stop being apologetic for having been graduated from them and rededicate themselves to the unselfish task of seeing their alma maters survive. This means giving of their time, money and expertise in those areas where they are needed. They must use every available tool to influence the decision-making processes to insure that their respective institutions not only survive but survive in an atmosphere where the weak grows strong and the strong grows great. Anything less is totally unacceptable.

First of all, if an alumni organization seeks to influence the decision-making processes at an institution, it must be well organized. And the first step in an effective organization is to obtain a charter which gives it its own right to exist. An alumni organization whose legal status is the charter of the institution is an inherently weak organization. This is particularly true of state-supported institutions. Hopefully, the aims and goals of the alumni and the school administration will be the same. Reality tells us, however, that there are times when these aims and goals come in conflict. Whenever such cases arise, the alumni must be in a position to pursue its stated course, unfettered by the restraints imposed by the college or its board of trustees.

Along with being organized is the amount of financial support which an alumni contributes to the institution. Any group who thinks it can effectively influence decisions at an institution without making a significant monetary contribution to that institution is engaged in wishful thinking.

The decision-making process can also be influenced by lobbying. Most states, particularly southern ones, insist on a "no lobbying" clause in charters issued to alumni associations. This is usually an attempt to apply the "Black code" concept to these groups. This attempt can be circumvented quite easily, by supporting a group which does lobby or in the absence of one considered favorable to your cause, organize a group, register it as a lobbying group. This can be very effective.

Alumni groups must learn to deal effectively with presidents or chancellors of Black schools if they seek to influence decision-making at the school. If the president is honest with an active alumni, both sides can profit from the cooperation. The student body can be used effectively by an interested alumni to influence policy-making if properly undertaken.



If Black institutions are to survive, they must look to their traditional past, take stock in their present and plan and plot a course which will result in a worthwhile future. The alumni of these institutions must stop being apologetic for having been graduated from them and rededicate themselves to the unselfish task of seeing their alma maters survive. This means giving of their time, money and expertise in those areas where they are needed. They must use every available tool to influence the decision-making process to insure that their respective institutions not only survive but thrive in an atmosphere where the weak grows strong and the strong grows great. Anything less is totally unacceptable.

First of all, if an alumni organization seeks to influence the decision-making process at an institution, it must be well organized. And the first step in an effective organization is to obtain a charter which gives it its own right to exist. An alumni organization whose legal status is the charter of the institution is an inherently weak organization. This is particularly true of state-supported institutions. Hopefully, the aims and goals of the alumni and the school administration will be the same. Reality tells us, however, that there are times when these aims and goals come in conflict. Whenever such cases arise, the alumni must be in a position to pursue its stated course, unlettered by the restraints imposed by the college or its board of trustees.

Along with being organized is the amount of financial support which an alumni contributes to the institution. Any group who thinks it can effectively influence decisions at an institution without making a significant monetary contribution to that institution is engaged in wishful thinking.

The decision-making process can also be influenced by lobbying. Most states, particularly southern ones, have a "no lobbying" clause in charters issued to alumni associations. This is usually an attempt to apply the "Black code" concept to these groups. This attempt can be circumvented quite easily, by supporting a group which does lobby or in the absence of one considered favorable to your cause, organize a group, register it as a lobbying group. This can be very effective.

Alumni groups must learn to deal effectively with presidents or chancellors of Black schools if they seek to influence decision-making at the school. If the president is honest with an active alumni both sides can profit from the cooperation. The student body can be used effectively by an interested alumni to influence policy-making if properly undertaken.



Selection of faculty and staff is another area in which the alumni can make its influence felt. An active alumni, with members scattered over a wide range of states, is in a position to refer candidates to their alma mater when vacancies exist. The college or university must be made aware of this capability when recruitment is underway. Additionally, the alumni can influence the termination of faculty and staff members whose performance is below par. It must be noted, however, that certain contractual guidelines must be adhered to when such is undertaken.

#### Preface

The alumni can also become involved in academic development. As persons in the world of work, alumni oftentimes see needs for certain changes in curriculum and addition of disciplines which the persons at the school may not have come to realize.

The Council is an organization for minority members of governing boards of higher education whose purpose is to serve as a forum for minority members to discuss common problems relative to the governance of higher education.

The membership of CCMM includes trustees, regents, coordinating councils and institutional boards which effect policy and make decisions in higher education. Membership to the Council is open to representation from 17 states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and the District of Columbia.

As minority members of governing boards, the Council is faced with the double responsibilities of assuring that racial discrimination is eliminated in higher education and that equal educational opportunities are available to all persons. The Council's agenda focuses on four major types of activities:

#### Communication

To open lines of communication by developing a system-wide internal and external network.

#### Education

To provide services and workshops for board members and others involved in higher education, and to orient new board members and explore major issues affecting Blacks and other minorities in higher education.

#### Technical Assistance

To define and strengthen the role of minority board members through analysis of issues, leadership training and research.



Selection of faculty and staff is another area in which the alumni can make its influence felt. An active alumni, with members scattered over a wide range of states, is in a position to refer candidates to their alma mater when vacancies exist. The college or university must be made aware of this capability when recruitment is underway. Additionally, the alumni can influence the termination of faculty and staff members whose performance is below par. It must be noted, however, that certain contractual guidelines must be adhered to when such is undertaken.

The alumni can also become involved in academic development. As persons in the world of work, alumni often times see needs for certain changes in curriculum and addition of disciplines which the persons at the school may not have come to realize.



## THE HISTORIC PREMISE FOR SUPPORTING THE PUBLIC BLACK COLLEGE

### A Position Paper

#### Preface

The Continuing Council of Minority Members of Governing Boards of Higher Education was established in 1975 with the assistance of the Southern Education Foundation. The Council is an organization for minority members of governing boards of higher education whose purpose is to serve as a forum for minority members to discuss common problems relative to the governance of higher education.

The membership of CCMM includes trustees, regents, coordinating councils, and institutional boards which effect policy and make decisions in higher education. Membership to the Council is open to representation from 17 states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and the District of Columbia.

As minority members of governing boards, the Council is faced with the double responsibilities of assuring that racial discrimination is eliminated in higher education and that equal educational opportunities are available to all persons. The Council's agenda focuses on four major types of activities:

#### Communication

To open lines of communication by developing a system-wide internal and external network.

#### Education

To provide services and workshops for board members and others involved in higher education, and to orient new board members and explore major issues affecting Blacks and other minorities in higher education.

#### Technical Assistance

To define and strengthen the role of minority board members through analysis of issues, leadership training and research.



# THE HISTORIC PREMISE FOR SUPPORTING THE FUTURE BLACK COLLEGE

A Position Paper

## Preface

The Commission on Minority Members of Governing Boards of Higher Education was established in 1972 with the assistance of the Southern Education Foundation. The Commission is an organization for minority members of governing boards of higher education whose purpose is to serve as a forum for minority members to discuss common problems relative to the governance of higher education.

The membership of CMM includes trustees, regents, coordinating councils, and institutional boards which effect policy and make decisions in higher education. Membership to the Commission is open to representation from 17 states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and the District of Columbia.

As minority members of governing boards, the Commission is faced with the double responsibility of assuring that racial discrimination is eliminated in higher education and that equal educational opportunities are available to all persons. The Commission's agenda focuses on four major types of activities:

## Communication

To open lines of communication by developing a system-wide internal and external network.

## Education

To provide services and workshops for board members and others involved in higher education, and to orient new board members and explore major issues affecting Blacks and other minorities in higher education.

## Technical Assistance

To define and strengthen the role of minority board members through analysis of issues, leadership training and research.



## Advocacy

To address hearings, express views, and take positions necessary to promote programs in specific areas.

Assisting the Council in its programmatic activities is its secretariat, the Center for Research, Information and Technical Assistance (CRITA), a component of the Washington-based Institute for Services to Education, Inc. (ISE). Incorporated in 1965, ISE is an educational research and development organization specializing in equal educational opportunities on a national level.

CRITA, which is an independent capability unit on desegregation in higher education, is funded by grants from the Ford and John Hay Whitney Foundations. Its primary mission focuses on the issue of desegregation as it affects public higher education. In focusing on this issue, CRITA conducts research, leadership workshops, and seminars. In addition, it engages in fieldwork and serves as a comprehensive resource for use by those groups (e.g., institutions, citizens coalitions, higher education leaders, government officials) who are involved with implementing the desegregation mandate.

Most of CRITA's efforts affect the states in the Adams v. Mathews case: Arkansas; Florida; Georgia; Louisiana; Maryland; Mississippi; North Carolina; Oklahoma; Pennsylvania; and Virginia. While these states constitute CRITA's primary service area, CRITA is also interested in those non-Adams states that are involved with the issue of desegregation (i.e., Alabama, Missouri, Ohio, South Carolina, and Tennessee).

The preparation of this position paper for CCMM is the continuation of an effort by CRITA to contribute to increasing the amount of Black participation in the discussion of issues affecting the survival and enhancement of Black colleges and the achievement of equal educational opportunities for Blacks and other minorities in the colleges and universities of the South and the nation. This paper on the historic premise for supporting the public Black college is the first in a series of positions that will be articulated as CCMM, CRITA, and ISE continue to address the problems of discrimination, inequality, and the equitable implementation of the desegregation mandate in higher education.

### **\*CRITA Advisory Board**

Dr. Elias Blake, Jr.  
Mrs. Thelma Cox  
Dr. Marianna Davis  
Mr. John Egerton  
Dr. Frederick Humphries

Dr. Charles Lyons  
Dr. John Munro  
Dr. Herbert Reid  
Dr. Granville Sawyer  
Dr. Gloria Scott

---

\*CRITA is the Center for Research, Information, and Technical Assistance of the Institute for Services to Education, located at 2001 South Street, N.W., Washington, D.C., 20009.



To address hearings, express views, and take positions necessary to promote programs in specific areas.

Assisting the Council in its programmatic activities is its secretariat, the Center for Research, Information and Technical Assistance (CRITA), a component of the Washington-based Institute for Services to Education, Inc. (ISE). Incorporated in 1965, ISE is an educational research and development organization specializing in equal educational opportunities on a national level.

CRITA, which is an independent capability and an organization in higher education, is funded by grants from the Ford and John Hay Whitney Foundations. Its primary mission focuses on the issue of desegregation as it affects higher education. In focusing on this issue, CRITA conducts research, publishes workshops, and seminars. In addition, it engages in fieldwork and serves as a comprehensive resource for use by those groups (e.g., institutions, colleges, universities, higher education leaders, government officials) who are involved with implementing the desegregation process.

Most of CRITA's efforts affect the states in the Atlantic, Midwest, and South. Arkansas, Florida, Georgia, Louisiana, Maryland, Michigan, North Carolina, Oklahoma, Pennsylvania, and Virginia. While these states constitute CRITA's primary service area, CRITA is also interested in those non-Atlantic states that are involved with the issue of desegregation (i.e., Alabama, Missouri, Ohio, South Carolina, and Tennessee).

The preparation of this position paper for CRITA is the continuation of an effort by CRITA to contribute to increasing the amount of Black participation in the discussion of issues affecting the survival and enhancement of Black colleges and the achievement of equal educational opportunities for Blacks and other minorities in the colleges and universities of the South and the nation. This paper on the historic process for supporting the public Black college is the first in a series of position papers that will be published as COMM, CRITA, and ISE continue to address the problem of discrimination, inequality, and the equitable implementation of the desegregation mandate in higher education.

#### \*CRITA Advisory Board

Dr. Elton Blake Jr.	Dr. Charles Lyons
Mrs. Thomas Cox	Dr. John Murre
Dr. Marianne Davis	Dr. Robert Reid
Mr. John Egan	Dr. Gerald Sawyer
Dr. Frederick Harphes	Dr. Charles Scott

\*CRITA is the Center for Research, Information, and Technical Assistance of the Institute for Services to Education, located at 2001 South Street, N.W., Washington, D.C., 20009.



## Forward

In 1974, the Adams v. Mathews decision required the states which had historically maintained dual systems of higher education to submit acceptable plans for the desegregating of their higher education systems. In view of the historical neglect, it is not surprising that in a recent decision relating to the Adams case, Judge John Pratt ordered HEW to require the states to submit more meaningful and constructive desegregation plans. This paper responds to the states' historical neglect in actualizing their commitments made as part of their desegregation policy to strengthen and enhance their public Black institutions. Evidence of this neglect is provided by CRITA in its analysis of the desegregation plans of Arkansas, Florida, Georgia, Maryland and North Carolina, which will appear in a forthcoming publication. Generally, the states have reneged on their commitments that, if carried out, would insure the continued survival of their public Black institutions by failing to: 1) address duplication of curricula by proximate Black and white institutions; 2) enhance the role and image of their Black institutions; 3) increase the pool of Black collegians in the graduate and professional schools; 4) allocate special funds to Black institutions so that they may remedy past funding inequities.

The Black college has been a central theme of Black survival in spite of the contemporary commentators who have suggested that education does not make a difference. Now Black people would attest that in their lives it has. To Black America, access to education is viewed as the great equalizer, the key to upward mobility. Moreover, in terms of the contemporary rhetoric, it has made the difference between being on welfare and being able to take advantage of the few meaningful opportunities that are offered by the system.

The prime mover in the development of the system of education for Blacks has been their colleges.<sup>1</sup> Indeed, these colleges were founded on the hope that former slaves would integrate freely into the mainstream of American society. The adherence to this mission molded their early development as centers of Black education, because other institutions of higher learning denied Blacks equal access.

A closer examination of the history of the Black college reveals the important role which the Black public college<sup>2</sup> has played in the development of Black education. These colleges were founded on the premise "that the state was obliged to support something for Negroes which it also supported for whites, but with the understanding that whatever it supported for Negroes would be inferior to that which was supported for whites."<sup>3</sup> Though

<sup>1</sup>Henry A. Bullock, A History of Negro Education in the South: From 1619 to the Present (New York: Praeger, 1970).

<sup>2</sup>There is considerable difference between being an all Black institution and being a Black institution. The former connotes racial exclusion, the latter does not. It is this distinction which should be kept in mind.

<sup>3</sup>Vivian W. Henderson, "Negro Colleges Face the Future," Oregonian, Vol. 100, No. 3, (Summer 1971): 530-646. Hereafter cited as Henderson, "Negro Colleges."



In 1974, the *Adams v. Mainwaring* decision required the states which had historically maintained dual systems of higher education to submit acceptable plans for the desegregation of their higher education systems. In view of the historical neglect, it is not surprising that in a recent decision relating to the *Adams* case, Judge John Pratt ordered HEW to require the states to submit more meaningful and constructive desegregation plans. This paper responds to the states' historical neglect in assessing their commitment made as part of their desegregation policy to strengthen and enhance their public Black institutions. Evidence of this neglect is provided by CRITA in its analysis of the desegregation plans of Arkansas, Florida, Georgia, Maryland and North Carolina, which will appear in a forthcoming publication. Generally, the states have reneged on their commitments that, if carried out, would insure the continued survival of their public Black institutions by failing to: 1) address duplication of courses by proximate Black and white institutions; 2) enhance the role and usage of their Black institutions; 3) increase the pool of Black collegians in the graduate and professional schools; 4) allocate special funds to Black institutions so that they may remedy past funding inequities.



## THE HISTORIC PREMISE FOR SUPPORTING THE PUBLIC BLACK COLLEGE

The historical peculiarity of Black existence and survival in this country has been the subject of much documentation, though more often than not this documentation has not been accurate, nor has it been understood. Much of the inaccuracy and misunderstanding can be attributed to a conflict of values and the expression of attitudes towards matters of race within American society.

Within this historical context, Blacks have had to struggle not only for upward mobility, but also for their very survival. Their commitment to education best expresses the ordeal of their struggle. Perhaps one day the chroniclers will record that the pursuit of education was evidence of the fact that Blacks kept faith in America, a faith which Dr. King so eloquently addressed during his life.

The pursuit of education and of equality of opportunity has been a central theme of Black survival. In spite of the contemporary commentators who have suggested that education does not make a difference, most Blacks would attest that in their lives it has. To Black America, access to education is accepted as the great equalizer, the key to upward mobility. Moreover, in terms of the contemporary rhetoric, it has made the difference between being on welfare and being able to take advantage of the few meaningful opportunities that are offered by the system.

The prime mover in the development of the system of education for Blacks has been their colleges.<sup>1</sup> Indeed, these colleges were founded on the hope that former slaves would integrate freely into the mainstream of American society. The adherence to this mission molded their early development as centers of Black education, because other institutions of higher learning denied Blacks equal access.

A closer examination of the history of the Black college reveals the important role which the Black public college<sup>2</sup> has played in the development of Black education. These colleges were founded on the principle "that the state was obliged to support something for Negroes which it also supported for whites, but with the understanding that whatever it supported for Negroes would be inferior to that which was supported for whites."<sup>3</sup> Though

---

<sup>1</sup>Henry A. Bullock, *A History of Negro Education in the South: From 1619 to the Present* (New York: Praeger, 1970).

<sup>2</sup>There is considerable difference between being an all Black institution and being a Black institution. The former connotes racial exclusion, the latter does not. It is this distinction which should be kept in mind.

<sup>3</sup>Vivian W. Henderson, "Negro Colleges Face the Future," *Daedalus*, Vol. 100, No. 3, (Summer 1971): 630-646. Hereafter cited as Henderson, "Negro Colleges."



# THE HISTORIC PREMISE FOR SUPPORTING THE PUBLIC BLACK COLLEGE

The historical peculiarity of Black existence and survival in this country has been the subject of much documentation, though more often than not the documentation has not been accurate, nor has it been understood. Much of the inaccuracy and misunderstanding can be attributed to a conflict of values and the expression of attitudes towards matters of race within American society.

Within this historical context, Blacks have had to struggle not only for upward mobility, but also for their very survival. Their commitment to education best expresses the order of their struggle. Perhaps one day the chronicler will record that the pursuit of education was evidence of the fact that Blacks kept faith in America, a faith which Dr. King so eloquently addressed during his life.

The pursuit of education and of equality of opportunity has been a central theme of Black survival in spite of the contemporary commentators who have suggested that education does not make a difference, mean Blacks would agree that in their lives it has. To Black America, access to education is regarded as the great equalizer, the key to upward mobility. Moreover, in terms of the contemporary situation it has made the difference between being on welfare and being able to take advantage of the few meaningful opportunities that are offered by the system.

The prime mover in the development of the system of education for Blacks has been their college.<sup>1</sup> Indeed, these colleges were founded on the hope that former slaves would integrate freely into the mainstream of American society. The adherence to this mission molded their early development as centers of Black education, because other institutions of higher learning denied Blacks equal access.

A closer examination of the history of the Black college reveals the important role which the Black public college<sup>2</sup> has played in the development of Black education. These colleges were founded on the premise that the state was obliged to support something for Negroes which it also supported for whites, not with the understanding that whatever it supported for Negroes would be inferior to that which was supported for whites.<sup>3</sup> Though

<sup>1</sup>Henry A. Bollock, *A History of Negro Education in the South: From 1619 to the Present* (New York: Praeger, 1970).

<sup>2</sup>There is considerable difference between being an all-Black institution and being a Black institution. The former connotes racial exclusion, the latter does not. It is this distinction which should be kept in mind.

<sup>3</sup>Walter W. Henderson, "Negro Colleges Face the Future," *Packard*, Vol. 100, No. 3, (Summer 1971): 630-646. Henderson cited as Henderson, "Negro Colleges."



long considered the stepchild of public higher education, these colleges have been a dominant force in the Black struggle for racial equality and the pursuit of human dignity.

Because institutions reflect the social structure and culture which they represent, institutions are affected when their constituency becomes involved in massive social change. Thus, the Civil Rights movement which dramatically altered the visibility of Black society in America also altered the visibility of its institutions. The prospects of change which now face Black Americans also face their institutions. A central issue raised by this change asks: Should Blacks try to continue to assimilate into the mainstream of American society, or should they seek a separateness in which the advancement of Black identity is established as the primary goal as opposed to the goal of being accepted as American first class citizens.

The solution to the paradoxical question may rest in the current and future definition of the mission and role of Black colleges within state systems of higher education. The role which these institutions have traditionally played in the education of Blacks and others has changed because the demands of the Black community and American society have changed. The process of sorting through the search for answers to the paradoxical question has led to a reassessment and reevaluation of institutional goals and objectives by both the state governance structures and by the administrators of public Black colleges, as to the question of whether these institutions ought to survive at all.

Because of the complexity of American values, there are no easy solutions to the issue of public Black college survival. For one must not forget that American history reveals that one set of values has been assigned by the authorities to whites and another different set assigned by the authorities to Blacks and other minorities. That the Supreme Court tried to rectify this injustice and prejudice by calling for racial integration is a testament to the trauma of the American race experience and to the operation of American values.

Although a legal determination has been applied to the racial issues, its actual implementation has not been realized. The unfulfilled implementation of the Brown<sup>4</sup> decision, and one can add the unfulfilled promises of the 13th, 14th and 15th Amendments, has inhibited the progress of Black advancement at every turn. To illustrate this stifling of progress one need only examine the current status of public Black colleges. Because Black public colleges are members of what were formerly dual systems of public higher education, the state authorities and decision makers in their attempt to apply their version of "justice" have identified them as the primary institutions that are preventing the desegregation of their public higher education systems. In essence, the prospects of the Black public colleges' survival within state systems of higher education will be determined on the basis of how well they adjust to the policy which proposes to eliminate them (in the interest of policy) as viable institutions of higher education.

---

<sup>4</sup>Brown v. Topeka Board of Education. 347 U.S. 483 (1954), 349 U.S. 294 (1955).



long considered the stepchild of public higher education, these colleges have been a dominant force in the Black struggle for racial equality and the pursuit of human dignity.

Because institutions reflect the social structure and culture which they represent, institutions are affected when their constituency becomes involved in massive social change. Thus, the Civil Rights movement which dramatically altered the visibility of Black society in America also altered the visibility of its institutions. The prospects of change which now face Black Americans also face their institutions. A central issue raised by this change asks: Should Blacks try to continue to assimilate into the mainstream of American society, or should they seek a separatism in which the advancement of Black identity is established as the primary goal as opposed to the goal of being accepted as American first class citizens.

The solution to the paradoxical question may rest in the current and future definition of the mission and role of Black colleges within state systems of higher education. The role which these institutions have traditionally played in the education of Blacks and others has changed because the demands of the Black community and American society have changed. The process of sorting through the search for answers to the paradoxical question has led to a reassessment and reevaluation of institutional goals and objectives by both the state governance structures and by the administrators of public Black colleges, as to the question of whether these institutions ought to survive at all.

Because of the complexity of American values, there are no easy solutions to the issue of public Black college survival. For one must not forget that American history reveals that one set of values has been assigned by the authorities to whites and another different set assigned by the authorities to Blacks and other minorities. That the Supreme Court tried to rectify this injustice and prejudice by ruling for racial integration is a testament to the trauma of the American race experience and to the operation of American values.

Although a legal determination has been applied to the racial issue, its actual implementation has not been realized. The unfulfilled implementation of the *Brown* decision, and one can add the unfulfilled promises of the 13th, 14th and 15th Amendments, has inhibited the progress of Black advancement at every turn. To illustrate this stalling of progress one need only examine the current status of public Black colleges. Because Black public colleges are members of what were formerly dual systems of public higher education, the state authorities and decision makers in their attempt to apply their version of "justice" have identified them as the primary institutions that are preventing the desegregation of their public higher education system. In essence, the prospects of the Black public colleges' survival within state systems of higher education will be determined on the basis of how well they adjust to the policy which proposes to eliminate them (in the interest of policy) as viable institutions of higher education.

<sup>4</sup>*Brown v. Topeka Board of Education*, 347 U.S. 483 (1954), 349 U.S. 204 (1955).



Because of enforced segregation, up to 1954 practically the only access which Blacks had to public education, particularly in the South and border states, was via the Black public college. However, in 1954 the Supreme Court in Brown v. the Topeka Board of Education reversed Plessy, and thus destroyed the legal premise which had upheld the policy of segregation. The law now demanded that "with all deliberate speed" racially segregated public institutions were to be integrated, thus ending, in theory, the enforced isolation of racial segregation.

Although the enforced isolation of segregation now stands behind the Black public colleges, their current position under the "all deliberate speed" of Brown remains unclear. Perhaps their present position now is best described in terms of the control under which they exist, their financial position, their enrollment, and their commitment to the mission of assuring access to equal educational opportunity for their students.

Because these institutions are public, they are tax-supported and thus subject to the control of state governments. Whether the state controls emanate from the State Council of Higher Education in Virginia, as in the case of Norfolk State College, or from the Oklahoma Board of Regents, as in the case of Langston University, the major policy decisions for these institutions are made at the state level. In large measure, state governance for these institutions has tended to be oppressive in nature. Prior to the desegregation issue the only interest of state policy makers in Black colleges was relegated to selecting the president, approving budgets, and serving as a receptacle for miscellaneous reports.<sup>5</sup> In essence, Black public colleges have not been treated as first class educational institutions by the state but rather as second class mundane educational affairs.<sup>6</sup>

Because of the traditional non-direction and insensitivity offered by white-controlled state boards, the administrations of these institutions have been dominated by Black presidents. The Black president and his supportive cast of other Black administrators have thus been strong administrators, some to the point where they have been accused of being dictatorial. However, this type of "internal" governance structure seems to be modifying now that state structures are reassessing their positions on the governance of their institutions.<sup>7</sup>

Financially, the Black public colleges have suffered. This is attributed largely to the federal-state commitment which accompanied the "separate but equal" doctrine, a doctrine characterized by white public institutions receiving money, while Black ones received less. The fact that the Black institutions are tax supported does not suggest that they are better off than their private brethren, though this can be misleading because when compared to

---

<sup>5</sup>Sam Nabrit and Julius Scott, Jr., Inventory of Academic Leadership (Atlanta: The Southern Fellowship Fund, 1970).

<sup>6</sup>"To Black College President, Southern U. Slayings Sound 'Just Like a Tape Being Replayed,'" The Chronicle, Vol. 7, No. 12 (December 11, 1972): 1 and 6.

<sup>7</sup>Henderson, "Negro Colleges," p. 641.



Because of enforced segregation up to 1954 practically the only access which Blacks had to public education, particularly in the South and border states, was via the Black public college. However, in 1954 the Supreme Court in *Brown v. the Topeka Board of Education* reversed Plessy, and this destroyed the legal premise which had upheld the policy of segregation. The law now demanded that "with all deliberate speed" racially segregated public institutions were to be integrated, thus ending in theory, the enforced isolation of racial segregation.

Although the enforced isolation of segregation now stands behind the Black public colleges, their current position under the "all deliberate speed" of *Brown* remains unclear. Perhaps their present position now is best described in terms of the control under which they exist, their financial position, their enrollment, and their commitment to the mission of assuring access to equal educational opportunity for their students.

Because these institutions are public, they are tax-supported and thus subject to the control of state governments. Whether the state controls emanate from the State Council of Higher Education in Virginia, as in the case of Norfolk State College, or from the Oklahoma Board of Regents, as in the case of Oklahoma University, the major policy decisions for these institutions are made at the state level. In large measure, state governments for these institutions has tended to be responsive in action. Prior to the desegregation issue the only interest of state policy makers in Black colleges was related to selecting the president, approving budgets, and acting as a watchdog for miscellaneous reports.<sup>2</sup> In essence, Black public colleges have not been looked at first class educational institutions by the state but rather as second class institutions educational affairs.<sup>3</sup>

Because of the traditional non-unionism and insensitivity offered by white-controlled state boards, the administration of these institutions have been dominated by Black presidents. The Black president and his supporters, one of other Black administrators has been strong administration, seems to the point where they have been accused of being dictatorial. However, this type of "internal" governance structure seems to be modifying now that state structures are increasingly their positions on the governance of their institutions.<sup>4</sup>

Financially, the Black public colleges have suffered. This is attributed largely to the federal-state commitment which recognized the "separate but equal" doctrine, a doctrine characterized by white public institutions receiving money, while Black ones received less. The fact that the Black institutions are tax supported does not suggest that they are better off than their private brethren, though they can be misleading because when compared to

<sup>2</sup>Sam Nibbel and John Scott, Jr., *Inventory of Academic Leadership* (Atlanta: The Southern Fellowship Fund, 1970).

<sup>3</sup>To Black College President, Southern U. Shyngs Sound, Just Like a Tape Being Replayed, "The Chronicle," Vol. 7, No. 12 (December 11, 1972), 1 and 6.

<sup>4</sup>Henderson, "Negro College," p. 641.



white public institutions in the same state, they receive proportionally less of the state tax dollar. They also receive proportionally less of the federal dollar, though the federal government tries to hide this when making stronger "moral" commitments.<sup>8</sup>

An analysis of the private sector of support for these institutions reveals that philanthropy and alumni contributions have been important resources. However, when compared again with their white counterparts, the collected amount for the Black college is but a fraction of what white colleges receive. Perhaps the most striking factor about the financial position of Black public colleges is that a high percentage of their student bodies receive financial aid, even though the tuition costs to attend these schools are among the lowest in the state. This factor negates any meaningful revenue contributions from students.<sup>9</sup> Therefore, though somewhat stronger financially than private Black colleges, the Black public college's financial situation is not even close to where it should be.

One of the most positive observations that can be made about the Black public colleges' current position is their remarkable growth. One would expect, for example, the enrollment to be down in view of the Brown and Adams decisions, but it is up. Enrollment patterns reveal that in the 34 Black public colleges, total enrollment went from 87,773 in 1968 to 140,362 in 1976, an increase of 63%.<sup>10</sup> In addition, white student enrollment has increased thus lending credence to the Black colleges' status as public institutions.<sup>11</sup>

These enrollment figures suggest, if nothing else, the existence of a unique situation! While Black enrollments have increased in the formerly all-white state colleges of the South and border states, they have increased in greater numbers in Black state colleges, thus reinforcing the idea that Blacks feel that these public institutions are crucial in providing them with access to higher education. Obviously this is not to suggest that the white institutions are not crucial to the education of Blacks; indeed they are, to the extent that they are committed to equal educational opportunity. The setbacks and discouragements imposed by post-Brownism dynamics have not dissipated the Black public college's mission, guided by a commitment to equal educational opportunities. Rather, this commitment has been strengthened.

---

<sup>8</sup>Frank Bowles and Frank A. DeCosta, Between Two Worlds: A Profile of Negro Higher Education (New York: McGraw-Hill, 1971), pp. 153-181.

<sup>9</sup>Andrew F. Brimmer, "The Economic Outlook and the Future of the Negro College," Daedalus, Vol. 100, No. 3, (1971): 539-570.

<sup>10</sup>Enrollment figures based on computation of Office for Advancement of Public Negro Colleges, Atlanta, Georgia.

<sup>11</sup>"Higher Education and the Black American: Phase 2," The Chronicle, Vol. 6, No. 34 (May 30, 1972). To me it seems that these schools should focus on the needs of Black and other minority students, because it is counterproductive to focus attention on white students as an index of educational quality in a society where racism continues as a major theme in decisions involving human interactions.



white public institutions in the same state, they receive proportionally less of the state tax dollar. They also receive proportionally less of the federal dollar, though the federal government tries to hide this when making stronger "moral" commitments.<sup>8</sup>

An analysis of the private sector of support for these institutions reveals that philanthropy and alumni contributions have been important resources. However, when compared again with their white counterparts, the collected amount for the Black college is but a fraction of what white colleges receive. Perhaps the most striking factor about the financial position of Black public colleges is that a high percentage of their student bodies receive financial aid, even though the tuition costs to attend these schools are among the lowest in the state. This factor negates any meaningful revenue contributions from students.<sup>9</sup> Therefore, though somewhat stronger financially than private Black colleges, the Black public college's financial situation is not even close to where it should be.

One of the most positive observations that can be made about the Black public colleges' current position is their remarkable growth. One would expect, for example, the enrollment to be down in view of the Brown and Adams decisions, but it is up. Enrollment patterns reveal that in the 34 Black public colleges, total enrollment went from 87,773 in 1968 to 140,363 in 1976, an increase of 52%.<sup>10</sup> In addition, white student enrollment has increased this leading credence to the Black colleges' status as public institutions.<sup>11</sup>

These enrollment figures, however, do not indicate the existence of a unique situation. While Black enrollments have increased in the formerly all-white state colleges of the South and border states, they have increased in greater numbers in Black state colleges, thus reinforcing the idea that Blacks feel that these public institutions are crucial in providing them with access to higher education. Obviously this is not to suggest that the white institutions are not crucial to the education of Blacks; indeed they are, to the extent that they are committed to equal educational opportunity. The setbacks and discouragements imposed by post-Brownian dynamics have not dented the Black public college's mission, guided by a commitment to equal educational opportunities. Rather, the commitment has been strengthened.

<sup>8</sup>Frank Bowles and Frank A. Thelen, *Between Two Worlds: A Profile of Negro Higher Education* (New York: McGraw-Hill, 1971), pp. 153-181.

<sup>9</sup>Andrew F. Brimmer, "The Economic Outlook and the Future of the Negro College," *Blackboard*, Vol. 100, No. 3 (1977): 239-270.

<sup>10</sup>Enrollment figures based on compilation of Office for Advancement of Public Negro College, Atlanta, Georgia.

<sup>11</sup>"Higher Education and the Black American: Phase I," *The Chronicle*, Vol. 6, No. 34 (May 30, 1977). To me it seems that these schools should focus on the needs of Black and other minority students because it is counterproductive to focus attention on white students as an index of educational quality in a society where racism continues as a major theme in decisions involving human interactions.



The significance of the mission of these schools is reflected by the image which they project. This imagery is very important in the planning of their objectives and goals. Tollet described this image as a reflection portrayed in the provision of three essential services:

1. They provide for aspiring Black youth creditable models to emulate.
2. They provide, in terms of cultural and psychosociality, and educational setting which many Blacks find congenial and preferable.
3. Because they are special interest group colleges, they serve as educational enclaves in which their students can prepare for the transition from underprivileged isolation to the mainstream of American society.<sup>12</sup>

Although the commitment to equal educational opportunity and an integrated society has long been supported by the Black public colleges, the position they now occupy suggests that if the national policy of integration is applied to them, then their demise is assured. The fact that the issue is paradoxical emphasizes its being controversial. No doubt, as with any issue involving race, there are a variety of stances that can be taken. However, if the national goal of integration is taken at face value, there are only two positions which the supporters of public Black colleges can argue. One suggests that these institutions capitulate to the notion that as a former part of the dual system of higher education in the South and border states, their continuance violates the national goal of integration. The other position suggests that they must continue as viable institutions until it is shown that there is in fact a sincere and conscious attitude on the part of not only their respective states, but also the nation, to equality of educational opportunity in higher education.

The position which CCMM takes is not just one that defends the Black public college, as it goes one step beyond by suggesting what the condition of survival should be. If the arguments are weighed closely, those supporting the merits of having the Black public college survive as a viable institution outweigh those calling for its demise. The position which CCMM takes is based on several assumptions:

1. That Blacks will continue to look to institutions with which they can identify as being totally committed to their upward mobility.
2. That the Black public college's mission of guaranteeing equal opportunity for all Americans will be expanded in terms of its research, instruction, and public services.

---

<sup>12</sup>Kenneth S. Tollet, "Blacks, Higher Education and Integration," Notre Dame Lawyer, Vol. 48 (October 1972): 189-198. See Charles A. Valentine, "Deficit, Difference, and Bicultural Models of Afro-American Behavior," Harvard Educational Review, Vol. 41, No. 2 (May 1971): 137-157. In terms of the No. 2 Valentine points out that this is natural because white educational settings are not geared towards providing congenial atmospheres for Black students.



The significance of the mission of these schools is reflected by the image which they project. This image is very important in the planning of their objectives and goals. Tollet described this image as a reflection portrayed in the provision of three essential services:

1. They provide for separating Black youth creditable models to emulate.
2. They provide, in terms of cultural and psychosociality, and educational setting which many Blacks find congenial and preferable.
3. Because they are special interest group colleges, they serve as educational enclaves in which their students can prepare for the transition from underprivileged existence to the mainstream of American society.<sup>12</sup>

Although the commitment to equal educational opportunity and an integrated society has long been supported by the Black public colleges, the position they now occupy suggests that if the national policy of integration is applied to them, their demise is assured. The fact that the issue is paradoxical emphasizes its being controversial. No doubt, as with any issue involving race, there are a variety of stances that can be taken. However, if the national goal of integration is taken as fact, there are only two positions which the supporters of public Black colleges can argue. One suggests that these institutions capitulate to the notion that as a former part of the dual system of higher education in the South and border states, their continuance violates the national goal of integration. The other position suggests that they must continue as viable institutions until it is shown that there is in fact a sincere and consistent attitude on the part of not only their respective states, but also the nation, to equality of educational opportunity in higher education.

The position which CCM takes is not just one that defends the Black public college, as it goes one step beyond by suggesting what the condition of survival should be. If the arguments are weighed closely, those supporting the needs of having the Black public college survive as a viable institution outweigh those calling for its demise. The position which CCM takes is based on several assumptions:

1. That Blacks will continue to look to institutions with which they can identify as being totally committed to their upward mobility.
2. That the Black public college's mission of guaranteeing equal opportunity for all Americans will be expanded in terms of its research, instruction, and public services.

<sup>12</sup>Kenneth S. Tollet, "Black Higher Education and Integration," *Notre Dame Lawyer*, Vol. 48 (October 1973): 180-188. See Charles A. Valentine, "Dilemma, Difference, and Bicultural Model of Afro-American Education," *Harvard Educational Review*, Vol. 41, No. 2 (May 1971): 137-157. In terms of the No. 2 Valentine points out that this is natural because white educational settings are not geared towards providing congenial atmospheres for Black students.



3. That the Black college is and continues to be the only American institution uniquely equipped to analyze and interpret the Black experience in America.

The reality of these assumptions dictates that there can be but one position—the strengthening and enhancement of the public Black college.

The increase of enrollment in Black public colleges suggests that the missions of these institutions remain intact. The education of Black students will continue to be their primary concern; perhaps more so, as the risk and costs of educating large numbers of Black students by white public institutions have been high.<sup>13</sup> Moreover, for the most part, the experience with large numbers of Black students by white public institutions implies that they have been unable to accommodate the presence of Black students.

The increase of Black student enrollment is an expression of preferences: a preference by Blacks to support an institution whose mission has been consistent in the pursuit of their welfare. To assure the attainment of this goal, these institutions will have to be permitted sufficient institutional independence by their states so that they may comment upon, criticize, and advise the Black community and the nation on a great variety of policies and practices dealing with the issues of access to equal educational opportunities. In order to accomplish this goal, the state governance structure will have to increase its minority membership, so that it can become more responsive to the educational demands of these institutions. In addition, this also implies that Blacks, lay citizens in particular, will have to increase their political consciousness and become more supportive of these institutions.

It follows then that if state governance becomes more attuned and responsive to the financial, political, and moral needs of these institutions, the Black public college will flourish and thereby play a more influential role in the higher education systems of their respective states. The possibilities of the Black public colleges are vast and unlimited if given the resources to live and survive. For example, Black public colleges, if alive and healthy, automatically expand the national arsenal of educational options for the nation. In this context they could become the main laboratories for American human relations. What better surroundings to become educated about the complex problems of race than at a Black public institution? What we as CCMM members are suggesting is that in addition to fulfilling the traditional functions of research, teaching, and service, the Black public college has a historical mandate to provide the human association, human interactions, and human values from which all of us can profit.

In the final analysis though, we acknowledge that the future of these institutions will depend on the degree to which they are able to respond to the demands of a pluralistic

---

<sup>13</sup>Edgar A. Epps, Editor by Black Students in White Schools, "Higher Education and Black Americans: Implications for the Future," by Edgar A. Epps (Worthington, Ohio: Charles A. Jones, 1972), pp. 102-111.



3. That the Black college is and continues to be the only American institution uniquely equipped to analyze and interpret the Black experience in America.

The reality of these assumptions dictates that there can be but one position—the strengthening and enhancement of the public Black college.

The increase of enrollment in Black public colleges suggests that the mission of these institutions remains intact. The education of Black students will continue to be their primary concern; perhaps more so as the risk and cost of educating large numbers of Black students by white public institutions have been high.<sup>13</sup> Moreover, for the most part, the experience with large numbers of Black students by white public institutions implies that they have been unable to accommodate the presence of Black students.

The increase of Black student enrollment is an expression of preference by Blacks to support an institution whose mission has been consistent in the pursuit of their welfare. To assure the attainment of this goal, these institutions will have to be permitted sufficient financial independence by their states so that they may comment upon, criticize, and advise the Black community, and the nation on a great variety of policies and practices dealing with the needs of access to equal educational opportunities. In order to accomplish this goal, the state government structure will have to increase its minority membership, so that it can become more responsive to the educational demands of these institutions. In addition, the state must insure that Blacks, by citizens in particular, will have to increase their political consciousness and become more supportive of these institutions.

It follows then that if state government becomes more attuned and responsive to the financial, political, and moral needs of these institutions, the Black public colleges will flourish and thereby play a more influential role in the higher education systems of their respective states. The persistence of the Black public colleges are vast and unlimited if given the resources to live and survive. For example, Black public colleges, if alive and healthy, automatically expand the national agenda of educational options for the nation. In this context they could become the main laboratory for American human relations. What better surroundings to become educated about the complex problems of race than at a Black public institution? What are CMM members are suggesting is that in addition to fulfilling the traditional functions of research, teaching, and service, the Black public college has a historical mandate to provide the human association, human interactions, and human values from which all of us can profit.

In the final analysis though, we acknowledge that the future of these institutions will depend on the degree to which they are able to respond to the demands of a pluralistic

<sup>13</sup> Edgar A. Epps, *Editorial: Black Students in White Schools*, "Higher Education and Black Americans: Implications for the Future," by Edgar A. Epps (Washington, Ohio: Charles A. Jones, 1972), pp. 102-111.



society and still provide the leadership for those who they have traditionally served. They must respond affirmatively to these demands and they must prevail because the basic conditions which led to their founding still exist--witness Nixon's policy of "Benign Neglect," and the Bakke case. One of the most effective means of thwarting American racism requires an institutional response like that of the Black public college.

Leonard L. Haynes, III, Ph.D.  
Director of CRITA

#### Unclassified Students

Not candidates for a degree or other formal awards, although taking courses in regular classes with other students.

#### First Professional

Students enrolled in a professional school or program which required at least 2 academic years of college work for entrance and a total of at least 6 years for a degree. (Examples: medicine, law, theology, etc.)

#### Graduate Students

Students who hold the bachelor's degree or first professional degree and are working toward a master's or doctorate degree.

#### Full-Time Students

Students whose academic load/course work is at least 75% of the normal full-time load.

#### Part-Time Students

Students whose academic load/course work is 1/4, 1/3, or 1/2 of the normal full-time credit-hour load.

#### Abbreviations

U = Undergraduate  
G = Graduate  
M = Male  
F = Female  
PT = Full-time  
PT = Part-time



society and still provide the leadership for those who have traditionally served. They must respond affirmatively to these demands and they must prevail because the basic conditions which led to their founding still exist--namely, Nixon's policy of "Benign Neglect," and the Bakke case. One of the most effective means of thwarting American racism requires an institutional response like that of the Black public college.

Leonard J. Haynes, III, Ph.D.  
Director of CRTA



## EXPLANATORY NOTES FOR TABLES

### Undergraduates

Students enrolled in a 4 or 5-year bachelor's degree program, in an associate degree program, or in a vocational or technical program that is normally terminal and results in formal recognition below the baccalaureate.

### Unclassified Students

Not candidates for a degree or other formal awards, although taking courses in regular classes with other students.

### First Professional

Students enrolled in a professional school or program which required at least 2 academic years of college work for entrance and a total of at least 6 years for a degree. (Examples: medicine, law, theology, etc.)

### Graduate Students

Students who hold the bachelor's degree or first professional degree and are working toward a master's or doctorate degree.

### Full-Time Students

Students whose academic load-course work is at least 75% of the normal full-time load.

### Part-Time Students

Students whose academic load-course work is  $\frac{1}{4}$ ,  $\frac{1}{3}$ , or  $\frac{1}{2}$  of the normal full-time credit-hour load.

### Abbreviations

U	=	Undergraduate
G	=	Graduate
M	=	Male
F	=	Female
FT	=	Full-time
PT	=	Part-time



# EXPLANATORY NOTES FOR TABLES

Students enrolled in a 4 or 5-year bachelor's degree program, in an associate degree program, or in a vocational or technical program that is normally terminal and results in formal recognition below the baccalaureate.

## Undergraduates

Not candidates for a degree or other formal awards, although taking courses in regular classes with other students.

## Unclassified Students

Students enrolled in a professional school or program which required at least 2 academic years of college work for entrance and a total of at least 6 years for a degree. (Examples: medicine, law, theology, etc.)

## First Professional

Students who hold the bachelor's degree or first professional degree and are working toward a master's or doctorate degree.

## Graduate Students

Students whose academic load-course work is at least 75% of the normal full-time load.

## Full-Time Students

Students whose academic load-course work is  $\frac{1}{3}$ ,  $\frac{1}{2}$ , or  $\frac{2}{3}$  of the normal full-time credit-hour load.

## Part-Time Students

## Abbreviations

U	=	Undergraduate
G	=	Graduate
M	=	Male
F	=	Female
FT	=	Full-time
PT	=	Part-time



TABLE 1

**TOTAL FULL-TIME UNDERGRADUATE AND GRADUATE ENROLLMENT  
AND BLACK PERCENTAGE AT PUBLIC SENIOR INSTITUTIONS  
IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=12	Enrollment of Blacks	Enrollment of All Other Groups	Total Enrollment	Percentage of Black Enrolled
Citadel	76	2,079	2,155	4%
Clemson	172	9,538	9,710	2%
College of Charleston	180	3,541	3,721	5%
Francis Marion	207	1,478	1,685	12%
Lander	224	1,169	1,393	16%
Medical University	95	1,877	1,972	5%
South Carolina State	3,109	234	3,343	93%
University of South Carolina-Main	1,544	13,572	15,116	10%
University of South Carolina-Aiken	157	877	1,034	15%
University of South Carolina-Conway	99	1,119	1,218	8%
Univ. of South Carolina-Spartanburg	92	1,230	1,322	7%
Winthrop	469	2,662	3,131	15%
<b>TOTALS</b>	<b>6,424</b>	<b>39,376</b>	<b>45,800</b>	<b>14%</b>

Source: South Carolina Commission on Higher Education

Note: Undergraduate Enrollment = 39,535  
Graduate Enrollment = 4,670



Source: Group Committee Commission on Higher Education

ELAVIT	0'454	38'342	42'800	142
Algebra	400	3'003	3'131	122
Units of Group Committee-Subcommittee	25	1'320	1'353	32
University of Group Committee-Committee	20	1'110	1'310	62
University of Group Committee-Committee	125	811	1'034	122
University of Group Committee-Committee	1'204	12'213	12'110	102
Group Committee Group	2'100	304	3'303	204
Medical University	2	1'811	1'015	22
Teacher	334	1'100	1'303	102
Teacher Union	301	1'410	1'082	132
College of Education	180	2'241	2'131	22
Education	115	2'212	2'110	52
College	10	3'010	3'122	42
14-15 University				
	Enrollment of	Group Committee	Group Enrollment	Group Enrollment

IN SOUTH CAROLINA - OCTOBER 1911  
AND BLACK UNIVERSITY AT LEBANON, NEW HAMPSHIRE  
UNIVERSITY OF SOUTH CAROLINA



TABLE 2

**FULL-TIME BLACK/WHITE UNDERGRADUATE AND GRADUATE ENROLLMENT BY SEX AT  
PUBLIC SENIOR INSTITUTIONS IN SOUTH CAROLINA - OCTOBER 1977**

Institutions N=16	Black Female		Black U	Male G	Total U	Black G	White		Female G	White U	Male G	Total U	White	
	U	G					U	G					U	G
Citadel	0	0	76	0	76	0	0	0	0	1,976	0	1,976	0	0
Clemson	58	15	85	14	143	29	3,033	404	404	5,094	664	8,127	1068	
College of Charleston	128	1	51	1	179	1	1,874	11	11	1,452	6	3,326	17	
Francis Marion	121	0	86	0	207	0	612	5	5	840	3	1,452	8	
Lander	139	0	85	0	224	0	674	0	0	474	0	1,148	0	
Medical Univ.*	45	8	14	28	59	36	697	168	168	236	758	933	926	
S. C. State	1655	84	1312	58	2967	142	9	6	6	15	8	24	14	
USC-Main*	788	75	608	73	1396	148	4,660	792	792	6,284	1426	10,944	2218	
USC-Aiken	107	0	50	0	157	0	448	0	0	405	0	853	0	
USC-Conway	64	0	35	0	99	0	452	0	0	646	0	1,098	0	
USC-Spartanburg	48	0	44	0	92	0	527	0	0	643	0	1,170	0	
Winthrop	359	3	106	1	465	4	1,792	41	41	628	18	2,420	59	
<b>TOTALS</b>	<b>3512</b>	<b>186</b>	<b>2552</b>	<b>175</b>	<b>6064</b>	<b>360</b>	<b>14,778</b>	<b>1427</b>	<b>1427</b>	<b>18,693</b>	<b>2883</b>	<b>33,471</b>	<b>4310</b>	
<b>Percentages</b>	<b>9%</b>	<b>4%</b>	<b>6%</b>	<b>4%</b>	<b>15%</b>	<b>8%</b>	<b>37%</b>	<b>31%</b>	<b>31%</b>	<b>47%</b>	<b>62%</b>	<b>89%</b>	<b>11%</b>	

\*First Professional Enrollment Included under "Graduate."

Source: South Carolina Commission on Higher Education

Note: Undergraduate Enrollment = 39,535

Graduate Enrollment = 4,670



Среднее Enrollment = 4'030  
 Note: Percentage Enrollment = 30'232  
 Series: 2019 Student Enrollment on Higher Education  
 "Full Enrollment Enrollment Included Undergraduate"

Enrollment	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Enrollment	3213	180	42	08	3223	132	0084	128	360	14'318	1431	438	038	33'411	808	118		
Enrollment	320	3	108	1	402	4	1'303	41	038	18	3'430	30						
Enrollment	48	0	44	0	35	0	251	0	042	0	1'110	0						
Enrollment	04	0	32	0	30	0	425	0	042	0	1'036	0						
Enrollment	101	0	20	0	121	0	448	0	032	0	823	0						
Enrollment	188	42	908	13	1308	148	4'000	103	6'384	1430	10'044	3318						
Enrollment	1022	84	1215	28	3081	143	0	0	12	0	34	14						
Enrollment	42	0	14	38	20	30	081	108	330	108	833	050						
Enrollment	130	0	01	0	334	0	014	0	414	0	1'140	0						
Enrollment	131	0	00	0	301	0	015	2	840	3	1'423	8						
Enrollment	158	1	21	1	130	1	1'814	11	1'403	0	3'330	11						
Enrollment	28	12	83	14	143	30	3'033	404	2'004	004	8'151	1008						
Enrollment	0	0	10	0	10	0	0	0	1200	0	1'030	0						

TABLE 1  
 ENROLLMENT IN HIGHER EDUCATION BY SEX AND RACE/ETHNICITY - OCTOBER 1981



TABLE 3

**PART-TIME BLACK/WHITE UNDERGRADUATE AND GRADUATE ENROLLMENT BY SEX AT  
PUBLIC SENIOR INSTITUTIONS IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=16	Black U	Female G	Black U	Male G	Total U	Black G	White U	Female G	White U	Male G	Total U	White G
Citadel	16	126	16	40	32	166	87	464	134	320	221	784
Clemson	2	92	3	54	5	146	80	681	88	370	168	1051
College of Charleston	8	20	5	1	13	21	198	125	137	14	335	139
Francis Marion	39	121	28	25	67	146	210	231	192	26	402	257
Lander	30	0	13	0	43	0	113	0	116	0	229	0
Medical Univ.*	2	0	0	0	2	0	45	3	3	1	48	4
S. C. State	0	174	24	74	54	248	2	36	2	24	4	60
USC-Main*	162	278	93	136	255	414	1192	2106	1040	1697	2232	3803
USC-Aiken	42	0	11	0	53	0	267	0	176	0	443	0
USC-Conway	17	0	8	0	25	0	106	0	168	0	274	0
USC-Spartanburg	56	0	32	0	88	0	370	0	372	0	742	0
Winthrop	32	25	10	5	42	30	145	249	92	77	237	326
<b>TOTALS</b>	<b>436</b>	<b>836</b>	<b>243</b>	<b>335</b>	<b>679</b>	<b>1171</b>	<b>2815</b>	<b>3895</b>	<b>2520</b>	<b>2729</b>	<b>5335</b>	<b>6424</b>
<b>Percentages</b>	<b>7%</b>	<b>11%</b>	<b>4%</b>	<b>4%</b>	<b>11%</b>	<b>15%</b>	<b>47%</b>	<b>51%</b>	<b>42%</b>	<b>33%</b>	<b>89%</b>	<b>85%</b>

\*First Professional Enrollment Included under "Graduate."

Note: Undergraduate Enrollment = 6,014

Graduate Enrollment = 7,595

Source: South Carolina Commission on Higher Education







TABLE 4

**TOTAL PART-TIME UNDERGRADUATE AND GRADUATE ENROLLMENT AND BLACK PERCENTAGE AT  
PUBLIC SENIOR INSTITUTIONS IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=12	Enrollment of Blacks	Enrollment of All Other Groups	Total Enrollment	Percentage of Blacks Enrolled
Citadel	198	1,005	1,203	16%
Clemson	151	1,254	1,405	11%
College of Charleston	34	1,438	1,472	2%
Francis Marion	213	761	974	22%
Lander	43	262	305	14%
Medical University	2	54	56	4%
South Carolina State	302	252	554	55%
University of South Carolina-Main	669	6,390	7,059	9%
University of South Carolina-Aiken	53	452	505	10%
University of South Carolina-Conway	25	281	306	8%
Univ. South Carolina-Spartanburg	88	779	867	10%
Winthrop	72	1,278	1,350	5%
<b>TOTALS</b>	<b>1850</b>	<b>14,206</b>	<b>16,056</b>	<b>12%</b>

Source: South Carolina Commission on Higher Education



Source: Joint Committee Commission on Higher Education

STATE	1920	1930	1940	1950
Alabama	15	1538	1520	132
Arkansas	88	113	101	101
California	32	321	302	88
Colorado	23	421	302	101
Connecticut	803	9200	1005	82
Delaware	303	323	324	322
District of Columbia	5	24	22	42
Florida	43	303	302	192
Georgia	313	101	302	552
Idaho	36	1412	1413	32
Illinois	121	1324	1402	112
Indiana	102	1002	1303	102
Iowa	102	1002	1303	102
Kansas	102	1002	1303	102
Kentucky	102	1002	1303	102
Louisiana	102	1002	1303	102
Maine	102	1002	1303	102
Maryland	102	1002	1303	102
Massachusetts	102	1002	1303	102
Michigan	102	1002	1303	102
Minnesota	102	1002	1303	102
Mississippi	102	1002	1303	102
Missouri	102	1002	1303	102
Montana	102	1002	1303	102
Nebraska	102	1002	1303	102
Nevada	102	1002	1303	102
New Hampshire	102	1002	1303	102
New Jersey	102	1002	1303	102
New Mexico	102	1002	1303	102
New York	102	1002	1303	102
North Carolina	102	1002	1303	102
North Dakota	102	1002	1303	102
Ohio	102	1002	1303	102
Oklahoma	102	1002	1303	102
Oregon	102	1002	1303	102
Pennsylvania	102	1002	1303	102
Rhode Island	102	1002	1303	102
South Carolina	102	1002	1303	102
South Dakota	102	1002	1303	102
Tennessee	102	1002	1303	102
Texas	102	1002	1303	102
Vermont	102	1002	1303	102
Virginia	102	1002	1303	102
Washington	102	1002	1303	102
West Virginia	102	1002	1303	102
Wisconsin	102	1002	1303	102
Wyoming	102	1002	1303	102

TABLE 1. THE AMERICAN EDUCATION SYSTEM - 1920-1950



TABLE 5

**TOTAL FULL-TIME AND PART-TIME ENROLLMENT AND BLACK PERCENTAGE AT SENIOR PUBLIC  
COLLEGES AND UNIVERSITIES IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=12	Total Enrollment	Total Black Enrollment	Percentage of Blacks In Total Enrollment
Citadel	3,358	274	8%
Clemson	11,115	323	3%
College of Charleston	5,193	214	4%
Francis Marion	2,659	420	16%
Lander	1,698	267	16%
Medical University	2,028	97	5%
South Carolina State	3,897	3411	88%
University South Carolina-Main	22,175	2213	10%
University South Carolina-Aiken	1,539	210	14%
University South Carolina-Conway	1,524	124	8%
Univ. South Carolina-Spartanburg	2,189	180	8%
Winthrop	4,481	541	12%
<b>TOTALS</b>	<b>61,856</b>	<b>8274</b>	<b>12%</b>

Source: South Carolina Commission on Higher Education







TABLE 6

FULL-TIME BLACK/WHITE GRADUATE AND PROFESSIONAL ENROLLMENT BY ACADEMIC FIELDS AT SOUTH CAROLINA'S  
SENIOR PUBLIC INSTITUTIONS

December 1976

December 1976

INSTITUTIONS	FIELDS REPORTED (HEGIS CLASSIFICATION)												Other											
	Agr. & Nat. Res.		Arch & Env.		Bio Scs.		Bus & Mang.		Dent.		Engr.				Law		Med.		Phar.		Phy Scs.			
	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W		
Citadel																								
Clemson	0	80	3	78	2	144					2	146									0	54	0	241
College of Charleston					0	5															1	12		
Francis Marion																								
Lander																								
Medical University					1	104			6	159					31	612	0	10						
South Carolina State																					153	13		
USC-Main Campus					1	43	8	280			1	33	42	770					0	137			115	1205
USC-Aiken																								
USC-Conway																								
USC-Spartanburg																								
Winthrop					0	3	0	17															4	
TOTALS	0	80	3	78	4	299	8	297	6	159	3	179	42	770	31	612	0	10	0	191	273	1471		

Source: Marianna W. Davis - as drawn from the HEGIS Report, 1976.







**TABLE 7**  
**FULL-TIME TEACHING FACULTY AND BLACK PERCENTAGE AT SENIOR**  
**PUBLIC INSTITUTIONS IN SOUTH CAROLINA**  
**OCTOBER 1977**

Institutions	Total Teaching Faculty	Black Faculty	Percentage
Citadel	142	2	1%
Clemson	812	13	2%
College of Charleston	185	12	6%
Francis Marion	96	5	5%
Lander	85	3	4%
Medical University	496	3	1%
University of South Carolina (All Campuses)	1363	30	2%
Winthrop	188	5	3%
<b>TOTALS</b>	<b>3367</b>	<b>73</b>	<b>2%</b>
South Carolina State*	222	172	77%
<b>TOTALS-All Institutions</b>	<b>3589</b>	<b>245</b>	<b>7%</b>

\*Historically Black Institution

Source: South Carolina Human Affairs Commission



TABLE 7  
PULL-TIME TEACHING FACULTY AND BLACK PERCENTAGE AT SENIOR  
PUBLIC INSTITUTIONS IN SOUTH CAROLINA  
OCTOBER 1977

Institutions	Total Teaching Faculty	Black Faculty	Percentage
Clarendon	142	2	1%
Clemson	812	13	2%
College of Charleston	182	12	6%
Francis Marion	96	2	2%
Lander	82	3	4%
Medical University	498	3	1%
University of South Carolina (All Campuses)	1363	30	2%
Winthrop	188	2	3%
TOTALS	3267	73	2%
South Carolina State*	222	172	77%
TOTALS-All Institutions	3289	245	7%

\*Historically Black Institution

Source: South Carolina Human Affairs Commission



TABLE 8

## BLACK/WHITE FACULTY BY RANK AT SENIOR PUBLIC INSTITUTIONS IN SOUTH CAROLINA — OCTOBER 1977

Institutions	Professor				Assoc. Professor				Assist. Professor				Instructor			
	Black		White		Black		White		Black		White		Black		White	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Citadel	0	0	0	19	0	0	1	52	1	0	0	64	1	0	0	4
Clemson	0	0	5	194	0	4	14	254	3	3	53	176	1	2	35	68
College of Charleston	5	0	0	14	0	0	5	40	4	3	24	78	0	0	10	2
Francis Marion	0	0	0	14	0	0	2	22	1	1	9	22	1	2	10	12
Lander	0	0	2	9	0	1	6	17	2	0	16	21	0	0	5	6
Medical University	0	0	6	114	1	1	25	104	1	0	43	145	0	0	31	25
S.C. State	10	26	1	5	15	18	2	14	19	33	4	17	32	19	6	1
USC(All)	0	1	13	227	1	4	55	337	6	5	151	348	7	6	106	96
USC-Aiken																
USC-Conway																
USC-Spartanburg																
Winthrop	0	0	7	32	0	0	7	23	0	0	40	41	3	2	27	6
TOTALS	15	27	34	628	17	28	117	863	37	45	340	912	45	31	230	220

Source: Equal Employment Opportunity - 6 Forms, State Human Affairs Commission  
October 1, 1977 - Progress Reports







TABLE 9

## BLACK/WHITE EMPLOYMENT AT SENIOR PUBLIC INSTITUTIONS IN SOUTH CAROLINA - OCTOBER 1977

Institutions	Faculty-Adm. Teach.				Faculty-Teaching				Faculty-Non-Teaching				Professional Non-Faculty			
	Black		White		Black		White		Black		White		Black		White	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Citadel	0	0	0	22	1	0	2	139	0	0	0	17	1	0	11	21
Clemson	0	0	1	70	4	9	114	769	1	0	11	9	48	42	124	297
College of Charleston	1	0	3	3	8	6	117	263	0	0	0	0	4	2	12	21
Francis Marion	1	1	6	17	2	3	21	48	0	0	0	0	1	0	9	7
Lander	0	0	6	14	2	1	29	53	0	0	0	0	0	0	6	6
Medical University	0	1	6	23	2	1	105	388	0	0	7	17	31	24	612	595
S.C. State	3	11	1	0	80	93	11	37	20	2	2	0	8	4	2	0
USC-Main	0	0	4	54	18	18	369	1044	6	4	50	100	4	7	106	170
USC-Aiken																
USC-Conway																
USC-Spartanburg																
Winthrop	0	0	18	34	2	5	84	100	0	0	0	0	1	0	29	22
TOTALS	5	13	45	237	119	136	988	3829	27	6	80	143	98	79	911	1139

Source: Equal Employment Opportunity - 6 Forms, State Human Affairs Commission  
October 1, 1977 - Progress Reports







TABLE 10

**ACTUAL AND ASSUMED ENROLLMENT FOR SENIOR PRIVATE INSTITUTIONS  
IN SOUTH CAROLINA - OCTOBER 1977**

Institutions N=19	Total Enrollment Full-Time	Black Enrollment Full-Time	%	Part-Time Enrollment	Total Enrol. Full & Part
Allen**	381	365	96%	20	401
Baptist	1,285	457	36%	1,025	2,310
Benedict**	2,025	2,006	99%	6	2,031
Bob Jones	3,997	NG	NG	438	4,435
Central Wesleyan	349	28*	8%	51	400
Claflin**	892	883*	99%	19	911
Coker	282	42	15%	125	407
Columbia Bible	607	6*	1%	104	711
Columbia College	846	125	15%	64	910
Converse	782	13	2%	152	934
Erskine	695	49*	7%	23	718
Furman	2,051	62*	3%	698	2,749
Limestone	681	136*	20%	125	806
Lutheran	130	0*	0%	43	173
Morris**	663	663	100%	26	689
Newberry	810	67	1%	21	831
Presbyterian	812	24*	3%	10	822
Voorhees**	944	932	99%	10	954
Wofford	975	86	9%	37	1,012
<b>TOTALS</b>	<b>19,207</b>	<b>5,944</b>	<b>24%</b>	<b>2,997</b>	<b>22,204</b>

\* - Assumed Figure - based on December 1976 percentage of Black full-time enrollment.

\*\* - Historically Black Institutions.

NG - No Information Given.

Source: HEGIS Report, HEW, Washington, D. C., 1976 and 1977.







TABLE 11

**FULL-TIME ENROLLMENT BY SEX AT SENIOR PRIVATE INSTITUTIONS  
IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=19	Female	Male	Total Enrollment
Allen	202	179	381
Baptist	740	545	1,285
Benedict	1,290	735	2,025
Bob Jones	2,055	1,942	3,997
Central Wesleyan	154	195	349
Claflin	576	316	892
Coker	183	99	282
Columbia Bible	242	365	607
Columbia College	842	4	846
Converse	774	8	782
Erskine	317	378	695
Furman	939	1,112	2,051
Limestone	272	409	681
Lutheran Theological Sem.	14	116	130
Morris	398	265	663
Newberry	302	508	810
Presbyterian	338	474	812
Voorhees	595	349	944
Wofford	124	851	975
<b>TOTALS</b>	<b>10,357</b>	<b>8,850</b>	<b>19,207</b>

Source: HEGIS Report, HEW, Washington, D.C.



TABLE II

FULL-TIME ENROLLMENT BY SEX AT SENIOR PRIVATE INSTITUTIONS  
IN SOUTH CAROLINA - OCTOBER 1977

Institutions N=19	Female	Male	Total Enrollment
Allen	202	179	381
Baptist	740	242	1,282
Benedict	1,290	732	2,022
Bob Jones	2,022	1,942	3,964
Central Wesleyan	124	192	316
Clarke	276	316	592
Coker	183	99	282
Columbia Bible	242	362	604
Columbia College	842	4	846
Converse	774	8	782
Fisk	317	378	695
Furman	939	1,112	2,051
Limestone	272	409	681
Lutheran Theological Sem.	14	116	130
Morris	398	262	660
Newberry	302	208	510
Presbyterian	338	474	812
Voorhees	292	349	641
Wofford	124	821	945
TOTALS	10,327	8,820	19,147

Source: HECIS Report, HEW, Washington, D.C.



TABLE 12

**FULL-TIME AND PART-TIME ENROLLMENT AND BLACK PERCENTAGE AT  
PUBLIC TECHNICAL SCHOOLS IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=16	Total Enrollment		Black Enrollment		Black Enrollment	
	F-T	P-T	F-T	%	P-T	%
Aiken	560	543	173	31%	112	21%
Beaufort	593	337	326	55%	155	46%
Chesterfield/Marlboro	419	160	176	42%	46	29%
Denmark	791	0	755	95%	0	0%
Florence/Darlington	1,649	604	651	39%	241	40%
Greenville	3,041	3,433	479	16%	660	19%
Horry/Georgetown	1,250	241	481	38%	33	14%
Midlands	3,237	2,355	1,329	41%	681	29%
Orangeburg/Calhoun	1,103	392	616	56%	120	19%
Piedmont	1,281	464	473	37%	132	28%
Spartanburg	1,125	660	197	18%	112	17%
Sumter	755	560	356	47%	198	35%
Tri-County	1,411	1,043	246	17%	166	16%
Trident	3,187	2,059	692	22%	411	20%
Williamsburg	411	124	274	67%	55	44%
York	1,011	442	329	33%	81	18%
<b>TOTALS</b>	<b>21,824</b>	<b>13,417</b>	<b>7,553</b>	<b>35%</b>	<b>3,203</b>	<b>24%</b>

Source: South Carolina Commission on Higher Education



## Source: South Carolina Commission on Higher Education

County	1984	1991	2003	2003	2003
Adams	1,011	443	336	81	182
Albany	411	134	314	22	442
Anderson	3,181	5,026	665	411	302
Barnwell	1,411	1,043	349	100	102
Beaufort	122	260	320	168	322
Bladen	1,132	600	161	113	112
Calhoun	1,521	404	413	133	382
Charleston	1,103	363	610	130	132
Cherokee	3,331	3,322	1,336	681	332
Chester	1,520	341	481	33	142
Chesterfield	3,041	3,433	416	690	122
Columbia	1,846	604	621	341	402
Darlington	161	0	122	0	02
DeKalb	416	160	110	40	322
Edgefield	263	331	330	122	402
Evans	260	243	113	113	312
Georgetown					
Greenville					
Hampton					
Horry					
Jackson					
Kershaw					
Laurens					
Lexington					
Lincoln					
Maryland					
Marion					
Mathews					
Mecklenburg					
Monroe					
Murphy					
Nash					
North					
Onslow					
Orangeburg					
Pamlico					
Piedmont					
Pickens					
Richland					
Saluda					
Spartanburg					
Sumter					
Taunton					
Town					
Union					
Upson					
Wade					
Warren					
Wayne					
Wilkes					
Yamhill					

Source: South Carolina Commission on Higher Education



TABLE 13

**FULL-TIME AND PART-TIME BLACK/WHITE ENROLLMENT BY SEX AT PUBLIC  
TECHNICAL INSTITUTIONS IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=16	Black FT	Female PT	Black FT	Male PT	Total FT	Black PT	White FT	Female PT	White FT	Male PT	Total FT	White PT
Aiken	69	36	104	76	173	112	133	125	246	297	379	422
Beaufort	139	41	187	114	326	155	88	66	171	114	259	180
Chesterfield/Marlboro	76	16	100	30	176	46	63	33	174	80	237	113
Denmark	339	0	416	0	755	0	0	0	36	0	36	0
Florence/Darlington	279	119	372	122	651	241	418	140	566	215	984	355
Greenville	181	328	298	332	479	660	969	1,223	1,570	1,521	2,539	2,744
Horry/Georgetown	191	5	290	28	481	33	226	58	525	144	751	202
Midlands	700	296	629	385	1,329	681	745	600	1,116	1,034	1,861	1,634
Orangeburg/Calhoun	307	28	309	92	616	120	186	114	298	154	484	268
Piedmont	177	42	296	90	473	132	259	93	545	239	804	332
Spartanburg	75	39	122	73	197	112	317	189	605	353	922	542
Sumter	121	56	235	142	356	198	91	87	299	271	390	358
Tri-County	101	83	145	83	246	166	331	294	827	572	1,158	866
Trident	353	159	339	252	692	411	962	568	1,506	1,054	2,468	1,622
Williamsburg	102	17	172	38	274	55	37	12	100	57	137	69
York	167	34	162	47	329	81	250	108	424	242	674	350
<b>TOTALS</b>	<b>3,377</b>	<b>1,299</b>	<b>4,176</b>	<b>1,904</b>	<b>7,553</b>	<b>3,203</b>	<b>5,075</b>	<b>3,710</b>	<b>9,008</b>	<b>6,347</b>	<b>14,083</b>	<b>10,057</b>
<b>PERCENTAGES</b>	<b>16%</b>	<b>10%</b>	<b>19%</b>	<b>14%</b>	<b>35%</b>	<b>24%</b>	<b>23%</b>	<b>28%</b>	<b>42%</b>	<b>48%</b>	<b>65%</b>	<b>76%</b>

Source: South Carolina Commission on Higher Education







TABLE 14

**BLACK/WHITE EMPLOYMENT AT PUBLIC TECHNICAL INSTITUTIONS  
IN SOUTH CAROLINA — OCTOBER 1977**

Institutions N=16	Faculty-Adm. Teach.				Faculty-Teaching				Faculty Non-Teaching				Professional Non-Faculty			
	Black		White		Black		White		Black		White		Black		White	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Aiken	0	0	6	12	1	2	3	4	0	0	2	0	0	0	4	5
Beaufort	1	2	5	10	2	6	10	14	0	0	1	0	3	2	2	3
Chesterfield/Marlboro	0	0	0	0	1	1	3	14	0	0	1	0	0	0	1	1
Denmark	1	3	0	0	7	14	0	3	1	1	0	0	2	5	0	2
Florence/Darlington	0	0	7	18	3	5	28	25	0	0	2	0	1	3	3	9
Greenville	0	0	14	31	3	4	39	48	1	1	3	4	0	0	6	6
Horry/Georgetown	0	0	0	2	0	1	11	21	0	0	1	0	0	2	2	6
Midlands	1	1	14	39	8	4	57	72	0	0	8	1	3	4	10	27
Orangeburg/Calhoun	1	1	1	4	3	1	15	25	0	0	3	1	0	2	2	5
Piedmont	0	0	3	17	1	1	8	17	0	0	1	3	1	1	7	8
Spartanburg	0	0	2	3	2	0	18	40	0	0	0	2	1	2	7	5
Sumter	0	0	1	4	1	1	9	21	1	0	0	2	0	2	6	3
Tri-County	0	1	1	4	4	4	22	47	0	0	1	1	2	1	7	11
Williamsburg	0	0	0	0	0	0	2	1	0	0	0	0	0	1	1	1
York	0	0	7	9	1	2	14	19	0	0	0	2	0	1	1	3
<b>TOTALS</b>	<b>4</b>	<b>9</b>	<b>65</b>	<b>172</b>	<b>41</b>	<b>50</b>	<b>272</b>	<b>428</b>	<b>4</b>	<b>2</b>	<b>30</b>	<b>21</b>	<b>15</b>	<b>29</b>	<b>69</b>	<b>113</b>

Source: Equal Employment Opportunity Forms, State Human Affairs Commission  
October 1, 1977



Октябрь 1933

Source: Federal Employment Office, State (House) Affairs Commission

ТОЛЫГ	4	8	22	1.5	41	20	33.5	438	4	5	30	31	12	32	68	119
Алжар	0	0	1	0	1	3	14	10	0	0	0	3	0	1	1	3
Министирлик	0	0	0	0	0	0	3	1	0	0	0	0	0	1	1	1
Иш-Комиссия	0	1	1	4	4	4	53	43	0	0	1	1	3	1	1	11
Зиндана	0	0	1	4	1	1	0	31	1	0	0	3	0	3	0	3
Зинадирлик	0	0	3	3	3	0	18	40	0	0	0	3	1	3	4	2
Иш-Комиссия	0	0	2	13	1	1	8	13	0	0	1	3	1	1	1	8
Ош-Комиссия	1	1	1	4	3	1	12	32	0	0	2	1	0	3	3	2
Иш-Комиссия	1	1	14	30	8	4	23	33	0	0	8	1	3	4	10	53
Иш-Комиссия	0	0	0	5	0	1	11	31	0	0	1	0	0	3	3	2
Ош-Комиссия	0	0	14	31	3	4	30	48	1	1	3	4	0	0	0	0
Иш-Комиссия	0	0	1	18	3	2	38	32	0	0	3	0	1	3	3	0
Диният	1	3	0	0	3	14	0	3	1	1	0	0	3	2	0	5
Ош-Комиссия	0	0	0	0	1	1	3	14	0	0	1	0	0	0	1	1
Башка	1	3	2	10	3	0	10	14	0	0	1	0	3	5	3	3
Алжар	0	0	0	15	1	3	3	4	0	0	3	0	0	0	4	2
Иш-Комиссия	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М
Иш-Комиссия	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М
Иш-Комиссия	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М	Е	М

ИШ-КОМИССИЯ — ОШ-КОМИССИЯ

РЕЗУЛЬТАТ



TABLE 15

**MEDIAN SCHOOL YEARS COMPLETED BY PERSONS 25 YEARS OR  
OLDER BY RACE IN SOUTH CAROLINA  
1970**

COUNTY	TOTAL ALL RACES	WHITE ONLY	BLACK ONLY
Abbeville	9.8	10.5	7.7
Aiken	11.1	12.0	7.6
Allendale	9.1	11.7	6.0
Anderson	10.0	10.3	8.0
Bamberg	9.5	10.8	7.4
Barnwell	9.5	10.9	6.1
Beaufort	12.0	12.5	7.5
Berkeley	10.7	11.9	6.8
Calhoun	9.2	11.3	6.7
Charleston	12.0	12.3	8.2
Cherokee	9.0	9.3	7.6
Chester	9.4	10.3	7.0
Chesterfield	9.3	10.1	7.3
Clarendon	8.5	10.6	6.5
Colleton	9.3	10.6	6.8
Darlington	9.8	10.8	7.2
Dillon	8.6	10.1	6.8
Dorchester	11.1	12.2	6.9
Edgefield	9.5	10.8	7.5
Fairfield	9.0	11.0	7.1
Florence	10.4	11.5	7.4
Georgetown	9.2	10.8	6.3
Greenville	11.1	11.5	8.6
Greenwood	10.3	11.0	8.0
Hampton	9.2	10.9	6.4
Horry	10.4	11.1	7.3
Jasper	8.5	10.6	6.2
Kershaw	10.6	11.9	7.3
Lancaster	9.8	10.4	7.6
Laurens	9.2	9.8	7.6
Lee	8.9	11.4	6.5
Lexington	11.3	11.7	7.7
McCormick	9.3	10.9	7.4
Marion	9.5	11.5	7.3
Marlboro	8.8	10.2	6.7
Newberry	9.8	10.7	7.5
Oconee	9.2	9.4	8.1
Orangeburg	9.9	11.5	7.3
Pickens	10.1	10.3	7.9
Richland	12.1	12.5	9.0
Saluda	10.0	10.5	8.2
Spartanburg	10.2	10.7	8.2
Sumter	10.9	12.2	7.8
Union	9.1	9.7	7.5
Williamsburg	9.0	10.9	7.2
York	10.1	10.8	7.6
South Carolina	10.5	11.4	7.6

Source: U. S. Bureau of the Census, Decennial Census of Population, 1970.



TABLE 15  
MEDIAN SCHOOL YEARS COMPLETED BY PERSONS 25 YEARS OR  
OLDER BY RACE IN SOUTH CAROLINA  
1970

COUNTY	ALL RACES	WHITE ONLY	BLACK ONLY
Abbeville	9.8	10.2	7.7
Aiken	11.1	12.0	7.6
Albion	9.1	11.3	6.0
Anderson	10.0	10.3	8.0
Anderson	9.2	10.8	7.6
Bartholomew	9.2	10.9	6.1
Beaufort	12.0	12.3	7.2
Beaufort	10.3	11.9	8.6
Calhoun	9.2	11.2	6.7
Charleston	12.0	12.3	8.2
Charleston	9.0	9.3	7.8
Charleston	9.4	10.3	7.0
Charleston	9.2	10.1	7.2
Charleston	8.2	10.6	6.2
Charleston	9.1	10.6	6.8
Charleston	9.8	10.8	7.2
Dillon	8.4	10.1	6.8
Dorchester	11.1	12.3	6.9
Dorchester	9.2	10.8	7.2
Dorchester	9.0	11.0	7.1
Florence	10.4	11.2	7.4
Georgetown	9.2	10.8	6.2
Greenville	11.1	11.2	8.8
Greenville	10.3	11.0	8.0
Hanilton	9.2	10.9	6.4
Horry	10.4	11.1	7.2
Jasper	8.2	10.4	6.2
Kershaw	10.4	11.8	7.2
Lancaster	9.8	10.4	7.6
Lancaster	9.2	9.8	7.8
Lee	8.2	11.4	6.2
Lenoir	11.2	11.2	7.2
McCormick	9.2	10.9	7.4
Marion	9.2	11.2	7.2
Marion	8.8	10.3	6.7
Marion	9.8	10.3	7.2
Marion	9.2	9.4	6.1
Marion	9.2	11.2	7.2
Marion	10.1	10.3	7.2
Marion	12.1	12.2	9.0
Marion	10.0	10.2	8.1
Marion	10.1	10.3	8.2
Marion	10.9	12.2	7.8
Marion	9.1	9.7	7.2
Marion	9.0	10.9	7.2
Marion	10.1	10.8	7.8
Marion	10.2	11.4	7.8

Source: U. S. Bureau of the Census, Decennial Census of Population, 1970.



**TABLE 16**  
**LIBRARY DATA ON SENIOR PUBLIC AND PRIVATE INSTITUTIONS**  
**IN SOUTH CAROLINA — 1975**

Public Institutions	Operating Expenses	Total Volumes
Citadel	\$ 340,677.00	254,634
Clemson	1,436,547.00	576,333
College of Charleston	695,801.00	157,038
Francis Marion	521,839.40	123,874
Lander	257,803.72	83,965
Medical University	522,636.00	102,826
South Carolina State	400,607.83	170,242
University South Carolina*	3,606,493.00	1,597,305
Winthrop	630,426.00	238,917
<b>TOTALS</b>	<b>\$ 8,412,830.95</b>	<b>3,305,134 Vols.</b>

Private Institutions	Operating Expenses	Total Volumes
Allen	\$ 90,466.00	48,876
Baptist	232,231.65	68,142
Benedict	366,841.00	82,201
Bob Jones	121,055.53	149,039
Central Wesleyan	60,129.00	38,044
Claflin	207,908.62	76,883
Coker	61,876.00	57,617
Columbia Bible	59,394.00	42,199
Columbia College	150,672.00	101,833
Converse	148,725.00	97,359
Erskine	93,839.23	97,019
Furman	344,792.00	220,923
Limestone	46,430.00	48,095
Lutheran Theological Sem.	56,993.39	54,649

(Continued)



TABLE 18  
LIBRARY DATA ON SENIOR PUBLIC AND PRIVATE INSTITUTIONS  
IN SOUTH CAROLINA — 1975

Public Institutions	Operating Expenses	Total Volumes
Clarendon	2,340,577.00	224,634
Clemson	1,438,247.00	276,333
College of Charleston	662,801.00	127,038
Francis Marion	221,839.40	123,834
Lander	227,803.72	83,962
Medical University	222,636.00	102,826
South Carolina State	400,607.82	170,242
University of South Carolina*	2,604,493.00	1,297,302
Winthrop	630,422.00	238,917
<b>TOTALS</b>	<b>12,412,880.92</b>	<b>3,302,134 Vols.</b>
Private Institutions	Operating Expenses	Total Volumes
Allen	2,204,667.00	48,876
Baptist	222,231.82	68,142
Benedict	266,841.00	82,201
Bob Jones	121,022.22	149,039
Central Wesleyan	40,129.00	38,044
Chapin	207,908.82	76,883
Coker	61,876.00	27,617
Columbia Bible	29,204.00	42,199
Columbia College	126,672.00	101,833
Converse	148,722.00	97,329
Erskine	62,839.22	97,019
Furman	244,792.00	220,923
Limestone	46,430.00	48,092
Lutheran Theological Sem.	26,923.29	24,649

(Continued)



Table 16 - Continued

Private Institutions	Operating Expenses	Total Volumes
Morris	\$ 83,481.00	21,732
Newberry	136,787.00	61,374
Presbyterian	146,273.00	82,452
Voorhees	125,309.00	77,031
Wofford	174,423.00	131,765
<b>TOTALS</b>	<b>\$ 2,707,626.42</b>	<b>1,557,233 Vols.</b>
<b>GRAND TOTALS</b>	<b>\$11,120,457.37</b>	<b>4,862,367 Vols.</b>

\*Includes Aiken, Beaufort, Conway, Lancaster, Salkehatchie, Allendale, Spartanburg, Sumter, and Union campuses.

Source: Resources of South Carolina Libraries, 1976.

Secondary Source: The Chronicle of Higher Education, March 27, 1978, p. 18.



Table 16 - Continued

Private Institutions	Operating Expenses	Total Volumes
Morris	2 32,481.00	21,732
Newberry	130,781.00	61,324
Presbyterian	146,217.00	82,452
Voorhees	122,308.00	77,031
Wofford	174,423.00	131,762
TOTALS	2 2,707,626.43	1,227,233 Vols.
GRAND TOTALS	211,120,457.37	4,862,367 Vols.

\*Includes Aiken, Beaufort, Conway, Lancaster, Salkehatchie, Allendale, Spartanburg, Sumter, and Union campuses.

Source: Resources of South Carolina Libraries 1976.



TABLE 17

## FACT-FILE

# Number of Doctorates Awarded in the United States, 1973-76

	White	Black	American Indian	Chicano	Puerto Rican	Asian	Other & Unknown	Total
<b>MEN</b>								
Mathematics .....	2,562	31	14	14	5	20	300	2,946
Physics and astronomy ..	3,166	20	11	11	4	18	400	3,630
Chemistry .....	4,227	75	10	21	4	32	432	4,801
Earth sciences .....	1,679	4	10	4	6	11	183	1,897
Engineering .....	5,663	52	23	16	17	46	615	6,432
Biosciences .....	10,217	153	54	63	20	116	1,113	11,736
Psychology .....	5,795	146	36	39	21	28	586	6,651
Social sciences .....	7,425	187	37	53	12	37	913	8,664
Arts and humanities .....	10,141	191	62	77	23	27	1,239	11,760
Professional fields .....	3,332	78	13	14	8	10	354	3,809
Education .....	15,438	1,315	134	201	35	54	1,733	18,910
Other .....	55	1	—	1	—	1	8	66
Unknown .....	8	—	—	—	—	—	6	14
<b>Total .....</b>	<b>69,708</b>	<b>2,253</b>	<b>404</b>	<b>514</b>	<b>155</b>	<b>400</b>	<b>7,882</b>	<b>81,316</b>
<b>WOMEN</b>								
Mathematics .....	299	5	—	1	—	4	19	328
Physics and astronomy ..	113	3	1	—	—	2	11	130
Chemistry .....	426	6	2	—	1	8	29	472
Earth sciences .....	121	3	1	—	—	—	12	137
Engineering .....	86	—	—	—	—	—	2	88
Biosciences .....	2,470	71	12	7	4	29	211	2,804
Psychology .....	2,594	86	11	6	7	19	225	2,948
Social sciences .....	1,978	68	11	8	9	6	154	2,234
Arts and humanities .....	4,543	107	28	33	10	31	446	5,190
Professional fields .....	633	53	5	6	2	5	62	766
Education .....	6,196	775	42	49	30	39	588	7,719
Other .....	20	—	—	—	—	—	—	20
Unknown .....	3	—	—	—	—	—	—	3
<b>Total .....</b>	<b>19,482</b>	<b>1,177</b>	<b>113</b>	<b>110</b>	<b>63</b>	<b>143</b>	<b>1,759</b>	<b>22,847</b>

NOTE: Figures include native-born U. S. citizens only.

SOURCE: SURVEY OF EARNED DOCTORATES, NATIONAL RESEARCH COUNCIL.

Secondary Source: The Chronicle of Higher Education, March 27, 1978, p. 18.







TABLE 18  
ANNUAL AVERAGE TOTAL EMPLOYMENT IN SOUTH CAROLINA BY  
OCCUPATION 1974, 1977, 1978 AND PROJECTED 1985

OCCUPATION	ANNUAL AVERAGE EMPLOYMENT				1974-1985	
	1974	Estimated 1977	Estimated 1978	Projected 1985	Net Change	Percent Change
Health Technol. & Tech.	3,610	4,490	4,790	6,860	3,250	90.3
Teachers	46,390	48,610	49,350	54,510	8,120	17.5
Urban/Regional Planners	100	130	140	200	100	94.2
Editors & Reporters	990	1,130	1,180	1,530	540	54.6
Radio, TV Announcers	340	360	370	430	90	26.3
Accountants	6,720	7,140	7,280	8,260	1,540	23.0
Social Workers	2,640	2,930	3,030	3,690	1,050	39.7
Vocational Ed. Counselors	1,260	1,550	1,650	2,330	1,070	85.6
Bank, Financial Managers	5,220	5,980	6,240	8,030	2,810	54.0
Health Administrators	1,220	1,410	1,170	1,900	680	56.1
School Adm.-College	650	840	910	1,350	700	106.6
School Adm.-Elem., Sec.	3,100	3,450	3,570	4,400	1,300	42.0
Recreation Workers	790	950	1,010	1,390	600	76.1
Operations, Systems Research	710	880	940	1,350	640	91.5

Source: South Carolina Employment Security Commission, South Carolina Employment Projections: 1974-1985.







**RECOMMENDATIONS TO THE 1202 COMMISSION  
FOR THE STATE MASTER PLAN**

CCBE recommends that:

1. Any plan development in post-secondary education include a thorough study of the amicus brief of the National Association for Equal Opportunity in Higher Education as a constituent part of the particular research which emphasizes the special needs of black institutions in South Carolina;
2. Any plan development in post-secondary education include broad and diversified meaningful participation of the black community through CCBE--the Coalition for the Concerns of Blacks in Post-Secondary Education in South Carolina.

CCBE further recommends that the State Master planners in Post-Secondary Education:

3. Devise a monitoring system to identify and eliminate high attrition rates among black students;
4. Establish financial-aid programs based on need for black students at the graduate, undergraduate, and professional academic levels;
5. Develop a ten-year time-table to finance beyond the formula system significant undergraduate and graduate programs for the traditionally black post-secondary institutions;
6. Maximize Black women and men at all levels of decision-making in post-secondary education as:
  - members of trustee boards
  - members of governing boards
  - administrative heads within institutions
  - supervisors in non-academic areas;
7. Outline, devise, and implement significant programs in graduate schools so that black enrollment and graduation will be increased;



# RECOMMENDATIONS TO THE 1993 COMMISSION FOR THE STATE MASTER PLAN

CCBE recommends that

1. Any plan development in post-secondary education include a thorough study of the unique role of the National Association for Equal Opportunity in Higher Education as a constituent part of the particular research which emphasizes the special needs of black institutions in South Carolina;

2. Any plan development in post-secondary education include broad and diversified meaningful participation of the black community through CCBE-the Coalition for the Concerns of Blacks in Post-Secondary Education in South Carolina.

CCBE further recommends that the State Master Plan in Post-Secondary

Education:

3. Devise a monitoring system to identify and eliminate high attrition rates among black students;

4. Establish financial-aid programs based on need for black students at the graduate, undergraduate, and postsecondary academic levels;

5. Develop a ten-year timetable to finance beyond the formula system significant undergraduate and graduate programs for the traditionally black post-secondary institutions;

6. Maximize Black women and men at all levels of decision-making in post-secondary education as

members of trustee boards

members of governing boards

administrative heads within institutions

supervisors in non-academic areas;

7. Outline, devise, and implement significant programs in graduate schools so that black enrollment and graduation will be increased;



8. Implement a recruitment program to attract and employ and retain black professionals in all post-secondary institutions;
9. Devise a system to employ greater percentages of Blacks in non-professional jobs, including supervisory positions in all post-secondary institutions;
10. Implement a system of upward mobility so that Blacks can attain top-level positions in administration;
11. Develop a special monitoring system to ensure retention of Blacks in professional and graduate schools as well as in undergraduate programs;
12. Provide resources necessary for institutions to meet educational program goals;
13. Devise and implement admissions programs that include criteria to meet a diversified student population;
14. Eliminate duplication of specialized programs through a system that allows each institution to maintain attractive educational programs for a diversified student population;
15. Assure equal academic status for all institutions so that all graduates are certified equally;
16. Implement a program to assure black students from the two-year institutions easy access to the traditional four-year colleges or universities;
17. Devise a system of compensatory education across all institutions;
18. Increase accessibility of graduate and professional (medicine, engineering, nursing, law, etc.) programs for black students;
19. Develop undergraduate and graduate academic programs that take on an international perspective in approaches and planning, with specific emphasis on the developing countries in Africa;
20. Ensure visible and active roles of Blacks in the designing and managing of systems of education in the state-wide system of post-secondary education;
21. Establish correlations between educational program objectives and the needs of the black community;
22. Create a system of internships and cooperative education so that black students are channeled into those vocational areas that allow them to become more competitive and to gain meaningful employment after graduation;



8. Implement a recruitment program to attract and employ and retain black professionals in all post-secondary institutions;
9. Devise a system to employ greater percentages of Blacks in non-professional jobs, including supervisory positions in all post-secondary institutions;
10. Implement a system of upward mobility so that Blacks can attain top-level positions in administration;
11. Develop a special monitoring system to ensure retention of Blacks in professional and graduate schools as well as in undergraduate programs;
12. Provide resources necessary for institutions to meet educational program goals;
13. Devise and implement admissions programs that include criteria to meet a diversified student population;
14. Eliminate duplication of specialized programs through a system that allows each institution to maintain attractive educational programs for a diversified student population;
15. Assure equal academic status for all institutions so that all graduates are certified equally;
16. Implement a program to assure black students from the two-year institutions easy access to the traditional four-year colleges or universities;
17. Devise a system of compensatory education across all institutions;
18. Increase accessibility of graduate and professional (medicine, engineering, nursing, law, etc.) programs for black students;
19. Develop undergraduate and graduate academic programs that take on an international perspective in approaches and planning, with specific emphasis on the developing countries in Africa;
20. Ensure visible and active roles of Blacks in the designing and managing of systems of education in the state-wide system of post-secondary education;
21. Establish correlations between educational program objectives and the needs of the black community;
22. Create a system of internships and cooperative education so that black students are channeled into those vocational areas that allow them to become more competitive and to gain meaningful employment after graduation;



23. Develop systems of accountability across all institutions so that whatever the academic needs of black students are, the institutions shall train them, regardless of previous deprivations;
24. Establish a professional personnel system that is responsive to a cultural pluralistic society that is mirrored through the student population at all institutions;
25. Ensure curricula development that embraces national cultural pluralism, with special emphasis on the history of Blacks in South Carolina;
26. Establish career planning and placement programs so as to encourage black graduates to remain in South Carolina where technical and other kinds of skills are necessary to the growth and development of the State.

#### APPENDICES



23. Develop systems of accountability across all institutions so that whatever the academic needs of black students are, the institutions shall train them, regardless of previous deprivations.
24. Establish a professional personnel system that is responsive to a cultural pluralistic society that is mirrored through the student population at all institutions.
25. Encourage curricula development that embraces national cultural pluralism, with special emphasis on the history of Blacks in South Carolina.
26. Establish career planning and placement programs so as to encourage black graduates to remain in South Carolina where technical and other kinds of skills are necessary to the growth and development of the State.



## SKETCHES OF SPEAKERS AT CONFERENCES

### DR. BENJAMIN E. MAYN

Benjamin Elijah Mays, native of South Carolina, is Professor Emeritus of Morehouse College in Atlanta, where he served with distinction for 27 years. He has been Chairman of the Board of Education in Atlanta. Dr. Mays holds the B.A. degree from Morehouse College, the M.A. and Ph.D. degrees from the University of Chicago. A Phi Kappa Phi member, he also holds 44 honorary doctorate degrees. The author of *How to Study*, a Phi Kappa Phi book, he is internationally recognized for his accomplishments and his contributions. *How to Study* is published by Scribner Publishing Company.

### DR. ARCHIE L. BUFFKINS

Assistant Dean for Graduate Studies at the University of Mississippi, Dr. Archie L. Buffkins, former Chancellor of the University of Mississippi, holds the B.A. degree from Jackson State University, and the M.A. and Ph.D. degrees from the University of Mississippi. He has engaged in post-doctoral study at the University of Amsterdam, the University of Tel-Aviv, and the University of Miami and advanced medical studies at the Chicago Theological Seminary.

## APPENDICES

### DR. WILLIAM MOORE, JR.

William Moore holds the B.A. degree from St. Louis University, the M.A. and Ph.D. degrees from St. Louis University. He has served as a member of the National Association of Scholars, and is presently a Professor of Education at St. Louis University. Dr. Moore is the author of more than 20 books and articles, and has been a consultant to more than thirty educational institutions throughout the United States.

### ATTORNEY JANIE GREENWOOD HARRIS

Janie Harris holds the B.A. degree from the University of Tennessee and the J.D. degree in Law from Vanderbilt University. A Phi Kappa Phi member, she has served as an attorney for the U. S. Department of Civil Liberties and the National Bar Association and serves as an educational scholar and a member of the National Bar Association.



APPENDICES



MR. ROBERT L. HENRY

Robert Henry is a Professor of Financial-Aid at Benedict College. He has developed programs in financial aid, career opportunities, and educational testing. He holds the S.B. degree from Allen

**DR. BENJAMIN E. MAYS**

Benjamin Elijah Mays, native of South Carolina, is President Emeritus of Morehouse College in Atlanta, where he served with distinction for 27 years. Presently the Chairman of the Board of Education in Atlanta, Dr. Mays holds the B.A. degree from Bates College, the M.A. and Ph.D. degrees from the University of Chicago. A Phi Beta Kappan, he also holds 44 honorary doctorate degrees. The author of more than 124 publications, he is internationally recognized for his accomplishments and his autobiography, Born To Rebel, published by Scribner Publishing Company.

**DR. ARCHIE L. BUFFKINS**

Assistant Dean for Graduate Studies at the University of Maryland, Archie Buffkins, former Chancellor of the University of Maryland-Eastern Shores, holds the B.A. degree from Jackson State University, and the M.A. and Ph.D. degrees from Columbia University. He has engaged in post-doctoral study at Harvard, Oxford, Columbia, University of Amsterdam, and Tel-Aviv University. Additionally, he has studied law at the University of Maine and advanced musical studies at the Chicago Conservatory.

**DR. WILLIAM MOORE, JR.**

William Moore holds the B.A. degree from Stowe College and the Ed.M. and Ph.D. degrees from St. Louis University. He has served as a school principal and college president (Seattle), and is presently a Professor of Education at Ohio State University. A reading specialist, Dr. Moore is the author of more than 20 publications, and he has served as a major educational consultant to more than thirteen universities and to numerous major industries across the United States.

**ATTORNEY JANIE GREENWOOD HARRIS**

Janie Harris holds the B.A. degree in Mathematics from Fisk University and the J. P. degree in Law from Vanderbilt University. A Phi Beta Kappan, mother of two sons, Mrs. Harris has served as an attorney for the U. S. Department of Labor in Washington, D.C. Presently, she serves as an educational lecturer and as a trust officer for a local bank.



## SKETCHES OF SPEAKERS AT COHE'S 1977 SEMINARS

### DR. BENJAMIN E. MAYB

Benjamin Elijah Mayb, native of South Carolina, is President Emeritus of Morehouse College in Atlanta, where he served with distinction for 27 years. Presently the Chairman of the Board of Education in Atlanta, Dr. Mayb holds the B.A. degree from Bates College, the M.A. and Ph.D. degrees from the University of Chicago. A Phi Beta Kappa, he also holds 44 honorary doctorate degrees. The author of more than 124 publications, he is internationally recognized for his accomplishments and his autobiography, *From To Rebel*, published by Scribner Publishing Company.

### DR. ARCHIE L. BUELL

Assistant Dean for Graduate Studies at the University of Maryland, Archie Buell, former Chancellor of the University of Maryland-Eastern Shore, holds the B.A. degree from Jackson State University, and the M.A. and Ph.D. degrees from Columbia University. He has engaged in post-doctoral study at Harvard, Oxford, Columbia, University of Amsterdam, and Tel-Aviv University. Additionally, he has studied law at the University of Maine and advanced musical studies at the Chicago Conservatory.

### DR. WILLIAM MOORE, JR.

William Moore holds the B.A. degree from Stowe College and the Ed.M. and Ph.D. degrees from St. Louis University. He has served as a school principal and college president (Seattle) and is presently a Professor of Education at Ohio State University. A reading specialist, Dr. Moore is the author of more than 20 publications, and he has served as a major educational consultant to more than fifteen universities and to numerous major industries across the United States.

### ATTORNEY JANIE GREENWOOD HARRIS

Janie Harris holds the B.A. degree in Mathematics from Fisk University and the J.D. degree in Law from Vanderbilt University. A Phi Beta Kappa, mother of two sons, Mrs. Harris has served as an attorney for the U. S. Department of Labor in Washington, D.C. Presently, she serves as an educational lecturer and as a trust officer for a local bank.



#### **MR. ROBERT L. HENRY**

Robert Henry, former classroom teacher and assistant high school principal, is Director of Financial-Aid at Benedict College. He has developed programs in curriculum improvement, career opportunities, and educational testing. He holds the B.S. degree from Allen University and the M.S. degree from Ohio State University where he studied psychology and counseling.

#### **MR. JAMES E. BRIDGEMAN, JR.**

#### **DR. CARL MARBURY**

Carl Marbury graduated Magna Cum Laude from Alabama A. & M. with a B.S. degree. He received the B.D. and the M.A. degrees from Oberlin University and the Ph.D. degree in History and Philosophy from Harvard University. Dr. Marbury reads and speaks 13 languages. A former Dean of the School of Library Media at Alabama A. & M. and a former Professor of Humanities at the University of Alabama, he is presently the Dean of the Garrett-Evangelical Theological Seminary at Northwestern University.

#### **DR. LEONARD L. HAYNES, III**

Leonard Haynes, Director of the Center for Research, Information, and Technical Assistance (CRITA) at the Institute for Services to Education in Washington, D.C., holds the B.A. degree from Southern University-Baton Rouge, the M.A. degree from Carnegie-Mellon, and the Ph.D. degree in Higher Education and Administration from Ohio State University. The 29-year old scholar, involved in the design of educational materials for students, has served as guest lecturer in History at Ohio State University and as instructor of History at Southern University.

#### **DR. WILSIE JENKINS**

Wilsie Jenkins is the Dean of Student Affairs at Voorhees College in Denmark. A graduate of Benedict College, she holds the Ph.D. degree in Counseling from Florida State University. Speech Title: "The New Student."

#### **MR. JOSEPH GRANT**

Joseph Grant, a staff member of the South Carolina Education Association, received his training in the Social Sciences at Wofford College in Spartanburg where he received the B.A. degree; he earned the M.A. degree at Clemson. Speech Title: "The National Teacher Examination: A Critical Issue."



MR. ROBERT L. HENRY

Robert Henry, former classroom teacher and assistant high school principal, is Director of Financial-Aid at Benedict College. He has developed programs in curriculum improvement, career opportunities, and educational testing. He holds the B.S. degree from Allen University and the M.S. degree from Ohio State University where he studied psychology and counseling.

DR. CARL MARRURY

Carl Marrury graduated Magna Cum Laude from Alabama A. & M. with a B.S. degree. He received the B.D. and the M.A. degrees from Oberlin University and the Ph.D. degree in History and Philosophy from Harvard University. Dr. Marrury reads and speaks 13 languages. A former Dean of the School of Library Media at Alabama A. & M. and a former Professor of Humanities at the University of Alabama, he is presently the Dean of the Garrett-Evangelical Theological Seminary at Northwestern University.

DR. LEONARD L. HAYNES, III

Leonard Haynes, Director of the Center for Research, Information, and Technical Assistance (CRITA) at the Institute for Studies in Education in Washington, D.C., holds the B.A. degree from Southern University-Norfolk, the M.A. degree from Carnegie-Mellon, and the Ph.D. degree in Higher Education and Administration from Ohio State University. The 29-year old scholar, involved in the design of educational materials for students, has served as guest lecturer in History at Ohio State University and as instructor of History at Southern University.

DR. WILSIE JENKINS

Wilsie Jenkins is the Dean of Student Affairs at Vassar College in Denmark. A graduate of Benedict College, she holds the Ph.D. degree in Counseling from Florida State University. Speech Title: "The New Student."

MR. JOSEPH GRANT

Joseph Grant, a staff member of the South Carolina Education Association, received his training in the Social Sciences at Wofford College in Spartanburg where he received the B.A. degree; he earned the M.A. degree at Clemson. Speech Title: "The National Teacher Examination: A Critical Issue."



**DR. JOHNNIE McFADDEN**

Johnnie McFadden, Associate Professor and Assistant Dean of Education at the University of South Carolina, holds degrees in Psychology, Counseling, and Education from Winston-Salem State, Temple University, and the University of South Carolina, where he received the Ed.D. Speech Title: "Academic Programming for Black College Students."

**MR. JAMES E. BRIDGETT, JR.**

James Bridgett, Director of Development at Benedict College, holds the B.A. degree in Sociology from North Carolina A & T State University and the M.A. degree in Public Relations from American University. Speech Title: "How Can Alumni Effectively Influence the Decision-Making Process at Public Colleges?"

**DR. EDDIE BURNETTE**

Eddie Burnette, Dean of Student Affairs at Benedict College, received the B.A. degree in History from Albany State College, the M.S. in Guidance and Counseling from Fort Valley State, and the Ph.D. in Personnel Administration from the University of Iowa. Speech Title: "Recruitment, Retention, and Graduation of Black Students at White Post-Secondary Institutions."

**DR. JAMES L. HILL**

James L. Hill, Chairman of the English Department at Albany State College, holds the B.A., M.A., and Ph.D. degrees in English and in American Civilization from Fort Valley State, Atlanta University, and the University of Iowa, respectively. Speech Title: "Affirmative Action in the Arena of Teaching and Administrative Personnel."

**DR. LATTA THOMAS**

Latta Thomas, a Baptist minister and Professor of Religion and Philosophy at Benedict College, holds the B.A. degree from Benedict, the B.D. from Colgate-Rochester Divinity School, and the S.T.M. and Ph.D. from Andover-Newton Theological Seminary. Speech Title: "Who Should Enter and Graduate from College: An Ethical Question."



DR. JOHNNIE McFADDEN

Johnnie McFadden, Associate Professor and Assistant Dean of Education at the University of South Carolina, holds degrees in Psychology, Counseling, and Education from Winston-Salem State, Temple University, and the University of South Carolina, where he received the Ed.D. Speech Title: "Academic Preparation for Black College Students."

MR. JAMES E. BRIDGETT, JR.

James Bridgett, Director of Development at Benedict College, holds the B.A. degree in Sociology from North Carolina A & T State University and the M.A. degree in Public Relations from Armstrong University. Speech Title: "How Can Alumni Effectively Influence the Decision-Making Process at Public Colleges?"

DR. EDDIE BURNETTE

Eddie Burnette, Dean of Student Affairs at Benedict College, received the B.A. degree in History from Albany State College, the M.S. in Guidance and Counseling from Fort Valley State, and the Ph.D. in Personnel Administration from the University of Iowa. Speech Title: "Recruitment, Retention, and Graduation of Black Students at White Post-Secondary Institutions."

DR. JAMES L. HILL

James L. Hill, Chairman of the English Department at Albany State College, holds the B.A., M.A., and Ph.D. degrees in English and in American Civilization from Fort Valley State, Atlanta University, and the University of Iowa, respectively. Speech Title: "Affirmative Action in the Areas of Teaching and Administrative Personnel."

DR. LATTI THOMAS

Latti Thomas, a Baptist minister and Professor of Religion and Philosophy at Benedict College, holds the B.A. degree from Benedict, the B.D. from Colgate-Rochester Divinity School, and the S.T.M. and Ph.D. from Andrews-Newton Theological Seminary. Speech Title: "Who Should Enter and Graduate from College: An Ethical Question."



## DR. GLORIA BLACKWELL

Gloria Blackwell (DeJournette), Chair of the English Department at Clark College in Atlanta, holds the B.S. degree from Claflin College, the M.S. from South Carolina State, and the Ph.D. in American Studies from Emory University. Speech Title: "Getting A Fair Share of the Tax Dollar for Black Students in Professional and Graduate Schools."



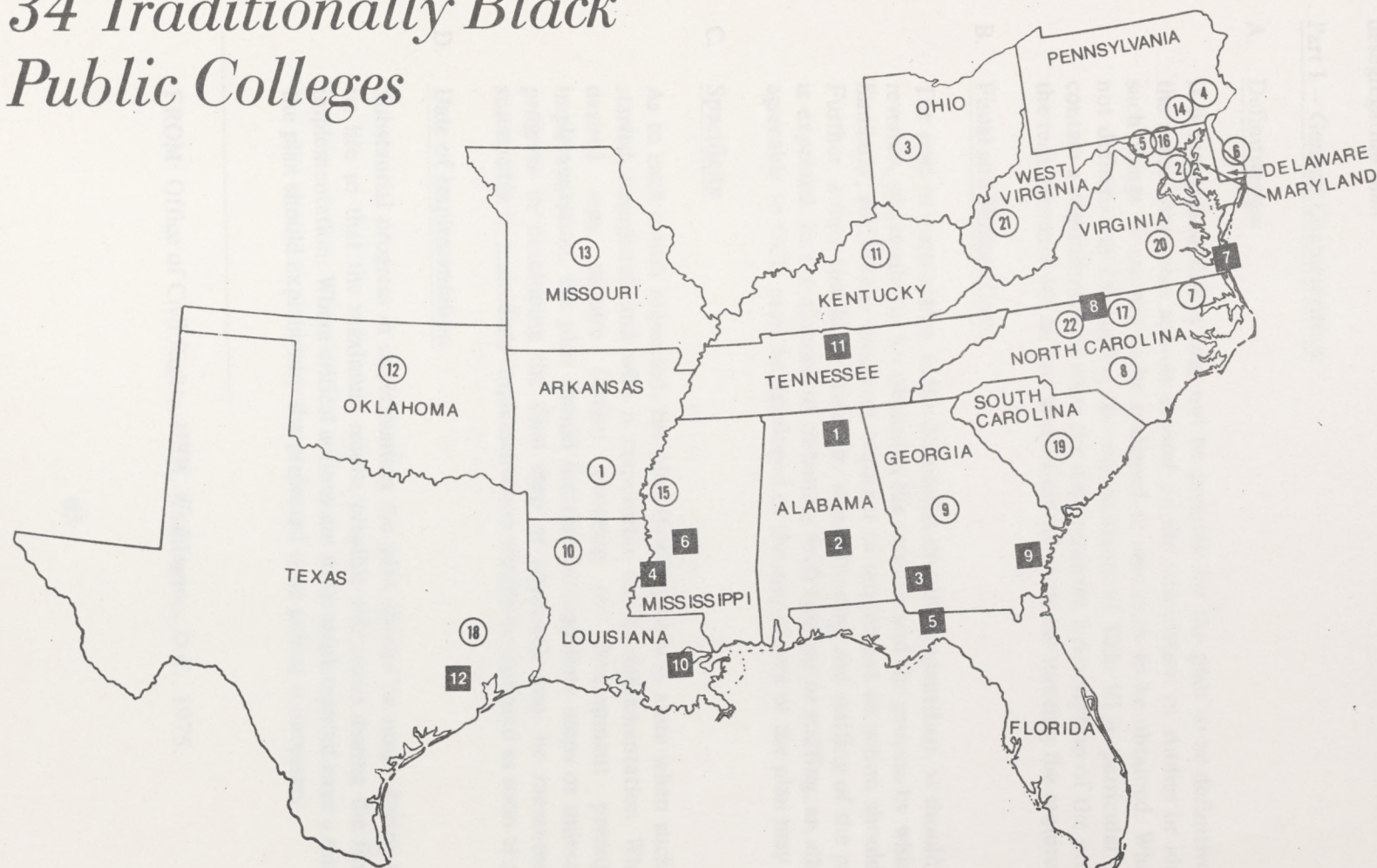


Gloria Blackwell (DeJournette), Chair of the English Department at Clark College in Atlanta, holds the B.S. degree from Clark College, the M.S. from South Carolina State, and the Ph.D. in American Studies from Emory University. Speech Title: "Getting A Fair Share of the Tax Dollar for Black Students in Professional and Graduate Schools."

DR. GLORIA BLACKWELL



# The Nation's 34 Traditionally Black Public Colleges



Black colleges located near  
predominantly white universities

- 1 Alabama A & M University
- 2 Alabama State University
- 3 Albany State College
- 4 Alcorn State University
- 5 Florida A & M University
- 6 Jackson State University
- 7 Norfolk State College
- 8 North Carolina A & T State University
- 9 Savannah State College
- 10 Southern University
- 11 Tennessee State University
- 12 Texas Southern University

Other public black colleges

- 1 University of Arkansas
- 2 Bowie State College
- 3 Central State College
- 4 Cheyney State College
- 5 Coppin State College
- 6 Delaware State College
- 7 Elizabeth City State University
- 8 Fayetteville State University
- 9 Fort Valley State College
- 10 Grambling State University
- 11 Kentucky State University
- 12 Langston University
- 13 Lincoln University (Mo.)
- 14 Lincoln University (Pa.)
- 15 Mississippi Valley State University
- 16 Morgan State University
- 17 North Carolina Central University
- 18 Prairie View A & M University
- 19 South Carolina State College
- 20 Virginia State College
- 21 West Virginia State College
- 22 Winston-Salem State University

Source: CHRONICLE OF HIGHER EDUCATION, May 1, 1978

CHRONICLE MAP BY SUSAN BROWN



Copyright 1968 by the Board of Trustees

Source: CHRONICLE OF HIGHER EDUCATION, 1968



# Public Colleges 34 Traditionally Black The Nation's

- 1 Morehouse College, Atlanta, Georgia
- 2 Morris Brown College, Atlanta, Georgia
- 3 Atlanta College of Art, Atlanta, Georgia
- 4 Spelman College, Atlanta, Georgia
- 5 Clark College, Atlanta, Georgia
- 6 Morris Brown College, Atlanta, Georgia
- 7 Morehouse College, Atlanta, Georgia
- 8 Morehouse College, Atlanta, Georgia
- 9 Morehouse College, Atlanta, Georgia
- 10 Morehouse College, Atlanta, Georgia
- 11 Morehouse College, Atlanta, Georgia
- 12 Morehouse College, Atlanta, Georgia
- 13 Morehouse College, Atlanta, Georgia
- 14 Morehouse College, Atlanta, Georgia
- 15 Morehouse College, Atlanta, Georgia
- 16 Morehouse College, Atlanta, Georgia
- 17 Morehouse College, Atlanta, Georgia
- 18 Morehouse College, Atlanta, Georgia
- 19 Morehouse College, Atlanta, Georgia
- 20 Morehouse College, Atlanta, Georgia
- 21 Morehouse College, Atlanta, Georgia
- 22 Morehouse College, Atlanta, Georgia
- 23 Morehouse College, Atlanta, Georgia
- 24 Morehouse College, Atlanta, Georgia
- 25 Morehouse College, Atlanta, Georgia
- 26 Morehouse College, Atlanta, Georgia
- 27 Morehouse College, Atlanta, Georgia
- 28 Morehouse College, Atlanta, Georgia
- 29 Morehouse College, Atlanta, Georgia
- 30 Morehouse College, Atlanta, Georgia
- 31 Morehouse College, Atlanta, Georgia
- 32 Morehouse College, Atlanta, Georgia
- 33 Morehouse College, Atlanta, Georgia
- 34 Morehouse College, Atlanta, Georgia

Source: CHRONICLE OF HIGHER EDUCATION

- 1 Morehouse College, Atlanta, Georgia
- 2 Morris Brown College, Atlanta, Georgia
- 3 Atlanta College of Art, Atlanta, Georgia
- 4 Spelman College, Atlanta, Georgia
- 5 Clark College, Atlanta, Georgia
- 6 Morris Brown College, Atlanta, Georgia
- 7 Morehouse College, Atlanta, Georgia
- 8 Morehouse College, Atlanta, Georgia
- 9 Morehouse College, Atlanta, Georgia
- 10 Morehouse College, Atlanta, Georgia
- 11 Morehouse College, Atlanta, Georgia
- 12 Morehouse College, Atlanta, Georgia
- 13 Morehouse College, Atlanta, Georgia
- 14 Morehouse College, Atlanta, Georgia
- 15 Morehouse College, Atlanta, Georgia
- 16 Morehouse College, Atlanta, Georgia
- 17 Morehouse College, Atlanta, Georgia
- 18 Morehouse College, Atlanta, Georgia
- 19 Morehouse College, Atlanta, Georgia
- 20 Morehouse College, Atlanta, Georgia
- 21 Morehouse College, Atlanta, Georgia
- 22 Morehouse College, Atlanta, Georgia
- 23 Morehouse College, Atlanta, Georgia
- 24 Morehouse College, Atlanta, Georgia
- 25 Morehouse College, Atlanta, Georgia
- 26 Morehouse College, Atlanta, Georgia
- 27 Morehouse College, Atlanta, Georgia
- 28 Morehouse College, Atlanta, Georgia
- 29 Morehouse College, Atlanta, Georgia
- 30 Morehouse College, Atlanta, Georgia
- 31 Morehouse College, Atlanta, Georgia
- 32 Morehouse College, Atlanta, Georgia
- 33 Morehouse College, Atlanta, Georgia
- 34 Morehouse College, Atlanta, Georgia

Source: CHRONICLE OF HIGHER EDUCATION



## BASIC COMPONENTS OF STATE-WIDE HIGHER EDUCATION DESEGREGATION PLANS

The following is a general outline and description of the components of a higher education desegregation plan.

### Part I – General Characteristics

#### A. Definitiveness

It is recognized that it may not be possible for the plan to be definitive in all cases in the sense that some actions depend on the completion of studies or identification of such things as courses to be realigned or resources to be obtained. Where the plan is not definitive as to meeting the requirements of Title VI in particular areas, it should contain a commitment to meet the requirements, a description of the process by which the requirements will be met and a time schedule for meeting the requirements.

#### B. Fiscal and Human Costs

The cost of each action in the document should be identified, as should the sources of revenue, responsibility for obtaining the revenue and the process by which this is done. Similarly, the human resources required to implement an action should be identified. Further, a date should be stated by which funding and staffing of the proposed action is expected. In the absence of obtaining such funding or staffing, an alternative action agreeable to OCR must be developed or the acceptance of the plan may be withdrawn.

#### C. Specificity

As to each action requested, the plan should precisely state when such action will be started, completed and who is responsible for its implementation. Where any action desired may require further planning or development prerequisite to its implementation, the plan should indicate intermediate steps or milestones by which progress in developing the final step or approach may be measured. Those steps susceptible to immediate implementation should be initiated as soon as possible.

#### D. Date of Implementation

Substantial progress in implementing the plan should be made during the first year of its life so that the maximum results possible will occur during the first two years of implementation. Where critical actions are to be implemented over a multi-year period, the plan should explain why the projected time period is necessary.

---

FROM: Office of Civil Rights, HEW, Washington, D.C., 1975.



# BASIC COMPONENTS OF STATE-WIDE HIGHER EDUCATION DEVELOPMENT PLANS

The following is a general outline and description of the components of a higher education development plan.

## Part I - General Characteristics

### A. Definitiveness

It is recognized that it may not be possible for the plan to be definitive in all cases in the sense that some actions depend on the completion of studies or identification of such things as courses to be transferred or resources to be obtained. Where the plan is not definitive as to meeting the requirements of Title VI in particular areas, it should contain a commitment to meet the requirements, a description of the process by which the requirements will be met and a timetable for meeting the requirements.

### B. Fiscal and Human Costs

The cost of each action in the document should be identified, as should the source of revenue, responsibility for obtaining the revenue and the process by which this is done. Similarly, the human resources required to implement an action should be identified. Further, a plan should be stated by which funding and staffing of the proposed action is expected in the absence of obtaining such funding or staffing; an alternative action agreeable to OCR must be developed in the absence of the funding of the plan may be withdrawn.

### C. Specificity

As to each action proposed, the plan should precisely state when such action will be started, completed and who is responsible for its implementation. Where any action decided may require further planning or development prerequisite to its implementation, the plan should indicate intermediate steps or milestones by which progress in developing the final step or approach may be measured. Those steps susceptible to immediate implementation should be initiated as soon as possible.

### D. Date of Implementation

Substantial progress in implementing the plan should be made during the first year of its life so that the maximum number possible will occur during the first two years of implementation. Where critical actions are to be implemented over a multi-year period, the plan should explain why the projected time period is necessary.

FROM: Office of Civil Rights, HEW, Washington, D.C., 1975.



#### E. Reporting

The plan should indicate the types of information that will be provided at specified intervals to demonstrate progress (or lack thereof) in the implementation of those actions susceptible to immediate implementation. Also, it should indicate progress in development of the various actions which are included in the plan, as to the critical areas of concern, which require further development prior to implementation. Reports should be made semi-annually but need not be uniform as to the items reported. Depending on the nature of the plan, more frequent reporting may be appropriate during the early stages of implementation.

### Part II – Critical Actions

#### A. Resources

The resources provided to the predominantly black state institutions must be at least comparable to those of their white counterparts. The plan should include a comparative analysis of the resources provided to each of the predominantly black institutions and white institutions of comparable size. This analysis should include the following resources:

1. number and quality of facilities
2. level of per capita expenditures
3. amount and availability of student financial aid provided by state sources
4. quality of programs, services and staff
5. number and quality of degree offerings available
6. number of library holdings
7. number and quality of faculty (Equality in the number of faculty would be demonstrated by the faculty student ratios in similar programs at comparable institutions. Equality in quality would be indicated by a comparison of faculty by rank and highest degree earned in similar programs at comparable institutions. Equality in compensation should also be measured.)

If this analysis reveals a lack of equality in any of these resources at the traditionally black institutions, the revised plan should provide a commitment to eliminate any such inequalities at the earliest feasible time. Specific dates projected for the elimination of inequalities should be stated in the plan.



## E. Reporting

The plan should indicate the types of information that will be provided at specified intervals to demonstrate progress (or lack thereof) in the implementation of those actions susceptible to immediate implementation. Also, it should indicate progress in development of the various actions which are included in the plan, as to the critical areas of concern, which require further development prior to implementation. Reports should be made semi-annually but need not be uniform as to the items reported. Depending on the nature of the plan, more frequent reporting may be appropriate during the early stages of implementation.

## Part II - Critical Actions

### A. Resources

The resources provided to the predominantly black state institutions must be at least comparable to those of their white counterparts. The plan should include a comparative analysis of the resources provided to each of the predominantly black institutions and white institutions of comparable size. This analysis should include the following resources:

1. number and quality of facilities
2. level of per capita expenditures
3. amount and availability of student financial aid provided by state sources
4. quality of program services and staff
5. number and quality of degree offerings available
6. number of library holdings
7. number and quality of faculty (equality in the number of faculty would be demonstrated by the faculty student ratios in similar programs at comparable institutions. Equality in quality would be indicated by a comparison of faculty by rank and highest degree earned in similar programs at comparable institutions. Equality in compensation should also be measured.)

If this analysis reveals a lack of equality in any of these resources at the traditionally black institutions, the revised plan should provide a commitment to eliminate any such inequalities at the earliest feasible time. Specific dates projected for the elimination of inequalities should be stated in the plan.



## B. Impact Studies

The plan should contain a commitment that the state will make a determination of the impact upon desegregation of any action listed below which is proposed during the life of the plan:

1. Academic programs — either the addition, substantial expansion or deletion of such programs.
2. Facilities — construction of new facilities or closing of existing facilities.
3. Institutions — establishing new institutions (including the conversion of a private institution to public control) or closing existing institutions.
4. Modification of admission standards.

Further, there should be a commitment that no actions of the types listed in this section will be undertaken unless the net effect of such action and any other action of the types listed in this section will not impede desegregation. All impact studies must be reviewed at the state level and final determinations made at that level of whether the action, subject to the study, would impede desegregation. The plan should indicate the individuals or body that will be responsible for this function and the process that will be utilized. It should further describe the authority of such individuals or body to make decisions.

Impact statements and the state's disposition of proposed actions should be submitted to OCR as part of the periodic reporting system. It is anticipated that impact statements would be developed and submitted to OCR through the reporting procedure prior to implementation of the action.

## C. Statement of the Role of Each Institution

The plan should contain a statement of the role of each institution in non-racial terms which includes: (1) a summary of the programs offered, (2) the students to be served, and (3) opportunities provided by the programs for employment or further education. The area from which students are drawn should be identified and the institution should be characterized as local, regional, or state-wide.

The role of the predominantly black institutions must be one which when compared with that of the other state institutions will be equally attractive to white students.

Where one or more traditionally black and one or more traditionally white institutions are located in the same area, there must be sufficient differentiation in their roles to ensure increased enrollment at each institution of students in the minority at those institutions.



The plan should contain a commitment that the state will make a determination of the impact upon designation of any action listed below which is proposed during the life of the plan:

1. Academic programs -- either the addition, substantial expansion or deletion of such programs.
2. Facilities -- construction of new facilities or closing of existing facilities.
3. Institutions -- establishing new institutions (including the conversion of a private institution to public control) or closing existing institutions.
4. Modification of admission standards.

Further, there should be a commitment that no action of the types listed in this section will be undertaken unless the net effect of such action and any other action of the types listed in this section will not require designation. All impact studies must be reviewed at the state level and final determinations made at that level of whether the action, subject to the study, would require designation. The plan should indicate the individuals or body that will be responsible for this function and the process that will be utilized. It should further describe the authority of such individuals or body to make decisions.

Impact statements and the state's position on proposed actions should be submitted to OCR as part of the periodic reporting system. It is suggested that impact statements would be developed and submitted to OCR through the reporting procedure prior to implementation of the action.

C. Statement of the Role of Each Institution

The plan should contain a statement of the role of each institution in non-racial terms which includes: (1) a summary of the programs offered, (2) the students to be served, and (3) opportunities provided by the programs for employment or further education. The areas from which students are drawn should be identified and the institution should be characterized as local, regional, or state-wide.

The role of the predominantly black institutions must be one which when compared with that of the other state institutions will be equally attractive to white students.

Where one or more traditionally black and one or more traditionally white institutions are located in the same area, there must be sufficient differentiation in their roles to ensure increased enrollment at each institution of students in the minority at those institutions.



#### D. Duplicative Curricula

Each plan should contain a commitment not to approve or permit implementation of any new academic program at any college unless the state has determined that it would not impede definition or implementation of the roles of the predominantly black institutions. The plan should contain a commitment that new programs will be awarded and recently approved ones implemented, in a manner which does not create or perpetuate competition based on duplication of course offerings between institutions. The plan should contain operative definitions of "duplication," "core curricula," and similar terms.

The plan should provide for an annual determination of the need for further resources or programs, and should commit the state to obtaining those resources. Where proposals require action by the state legislature, the nature of that action should be set forth (including the amount of appropriations required). Commitments should be made for alternative procedures, in the event those actions are not forthcoming, to implement those proposals (or others set forth in the plan) which will produce the desired results.

Each plan should also provide for a process which will result in (1) the determination of those areas of study at the public higher education institutions where unnecessary duplication exists; (2) decisions as to the ways in which such duplication will be eliminated; and (3) development of a time-table for the accomplishment of such elimination. We expect that the dates for the actual elimination of duplicative curricula will be included in the state's first semi-annual report.

#### E. Student Recruitment

The plan should contain a description of specific and clearly delineated steps applicable consistently to all institutions in the system for the recruitment and admission of "other-race" students and an explanation of those factors on which the state based its judgment that those steps are adequate to accomplish the elimination of duality as to student composition in the higher education system.

Each plan should include a clearly delineated statement of the ways in which the minority recruitment and counseling functions will be strengthened and the expected impact of such functions on desegregation. Further, the recruitment program should be coordinated at the state level and should address the potential barrier which high school or community college counselors and/or administrators may pose to predominantly black institutions' recruitment of white and/or non-disadvantaged students. It should also address the potential barrier which high school or community college counselors and/or administrators may pose in channeling black students to predominantly black institutions, into vocational/technical programs or away from higher education entirely.



#### D. Duplicative Curricula

Each plan should contain a commitment not to approve or permit implementation of any new academic program at any college unless the state has determined that it would not impede definition or implementation of the role of the predominantly black institutions. The plan should contain a commitment that new programs will be awarded and newly approved ones implemented, in a manner which does not create or perpetuate competition based on duplication of course offerings between institutions. The plan should contain operative definitions of "duplication," "core curricula," and similar terms.

The plan should provide for an annual determination of the need for further resources or programs and should require the state to obtain those resources. Where proposals require action by the state legislature, the nature of that action should be set forth (including the amount of appropriations required). Commitments should be made for alternative procedures, in the event those actions are not forthcoming, to implement those proposals for others set forth in the plan which will produce the desired results.

Each plan should also provide for a process which will result in (1) the determination of those areas of study at the public higher education institutions where unnecessary duplication exists; (2) decisions as to the ways in which such duplication will be eliminated; and (3) development of a timetable for the accomplishment of such elimination. We expect that the dates for the actual elimination of duplicative curricula will be included in the state's first semi-annual report.

#### E. Student Recruitment

The plan should contain a description of specific and clearly delineated steps applicable consistently to all institutions in the system for the recruitment and admission of "other-race" students and an explanation of those factors on which the state based its judgment that those steps are adequate to accomplish the elimination of dualism as to student competition in the higher education system.

Each plan should include a clearly delineated statement of the ways in which the minority recruitment and counseling program will be strengthened and the expected impact of such functions on desegregation. Further, the recruitment program should be coordinated at the state level and should address the potential barrier which high school or community college counselors and/or administrators may pose to predominantly black institutions' recruitment of white and/or non-disadvantaged students. It should also address the potential barrier which high school or community college counselors and/or administrators may pose in channeling black students to predominantly black institutions into vocational/technical programs or away from higher education entirely.



F. Retention of Black Students

The fundamental objective in the area of retention is to maintain, at least, the percentage of black students graduating from four-year public colleges in the state. The plans must include a commitment by the state to accomplish this objective as to all of its public higher education institutions. It must also contain a commitment to utilize all reasonable methods to prevent a reduction in the percentage of black graduates from four-year institutions and the state should also indicate the manner in which it will continually assess the retention rate of its black students at the various state institutions in order to prevent disproportionate attrition among black students. The plan should describe the academic retention steps applicable to all of the public institutions in the state, including a description of compensatory course offerings and academic counseling services that will be available uniformly, to the extent possible, at all state higher education institutions. The plan should also describe a method by which the state will ascertain comparative attrition rates of black and white students throughout the system.

G. Discrimination at the Institutional Level

The plan must set forth specific procedures for identifying and eliminating possible discrimination in areas such as social organizations, faculty-student relations, campus police, assignment of student teachers, residence halls and off-campus housing and employment discrimination affecting student employees. The plan must also commit to receiving periodic reports about and giving necessary direction to such activities and to initiating such state-wide activity as may be necessary to eliminate any discrimination which may exist.

H. Desegregation of Faculty and Staff

The plan should include a description of a cooperative program among the state institutions as well as other types of steps equally applicable to all state institutions to increase desegregation of faculty and staff (except where an institution is shown to be fully desegregated).

The state-wide approach to desegregation of faculty and staff should employ the following principles or must contain an alternative procedure which provides for a mandatory system-wide effort to increase faculty desegregation:

1. A state-wide applicant pool would be created which must be utilized by institutions if they have not located, through the other means, a suitable "other-race," candidate for any position.
2. All institutions would be required to submit all curriculum vitae and employment applications they receive to the central applicant pool.
3. Without altering any legitimate criteria for employment, selection decisions would be made so as to increase the desegregation of faculty and staff at each institution.



## F. Retention of Black Students

The fundamental objective in the area of retention is to maintain, at least, the percentage of black students graduating from four-year public colleges in the state. The plan must include a commitment by the state to accomplish this objective as to all of its public higher education institutions. It must also contain a commitment to utilize all reasonable methods to prevent a reduction in the percentage of black graduates from four-year institutions and the state should also indicate the manner in which it will continuously assess the retention rate of its black students at the various state institutions in order to prevent disproportionate attrition among black students. The plan should describe the academic retention steps applicable to all of the public institutions in the state, including a description of compensatory course offerings and academic counseling services that will be available uniformly, to the extent possible, at all state higher education institutions. The plan should also describe a method by which the state will ascertain comparative attrition rates of black and white students throughout the system.

## G. Discrimination at the Institutional Level

The plan must set forth specific procedures for identifying and eliminating possible discrimination in areas such as social organizations, faculty-student relations, campus police, assignment of student teachers, residence halls and off-campus housing, and employment discrimination affecting student employees. The plan must also commit to receiving periodic reports about and giving necessary direction to such activities and to initiating such state-wide activity as may be necessary to eliminate any discrimination which may exist.

## H. Desegregation of Faculty and Staff

The plan should include a description of a cooperative program among the state institutions as well as other types of steps equally applicable to all state institutions to increase desegregation of faculty and staff (except where an institution is shown to be fully desegregated).

The state-wide approach to desegregation of faculty and staff should employ the following principles or must contain an alternative procedure which provides for a mandatory system-wide effort to increase faculty desegregation:

1. A state-wide applicant pool would be created which must be utilized by institutions if they have not located, through the other means, a suitable "other-race" candidate for any position.
2. All institutions would be required to submit all curriculum vitae and employment applications they receive to the central applicant pool.
3. Without altering any legitimate criteria for employment, selection decisions would be made so as to increase the desegregation of faculty and staff at each institution.



THE REORGANIZATION OF SOUTHERN STATE SYSTEMS  
OF HIGHER EDUCATION

4. There would be state level coordination and responsibility for the successful implementation of the program.

5. Where individual colleges have proposed or undertaken efforts to fill positions, the state should take such action as is necessary to avoid duplications of efforts and effect greater desegregation at all colleges.

I. Programs to Increase the Number of Black Faculty and Staff

The plan should provide for special programs to increase the number of black faculty and staff. These programs would provide special academic training to overcome past discrimination against black students which has impeded their obtaining the credentials necessary to teach at the college level.

In service training programs, at no cost to participating personnel, at predominantly black institutions should be improved or established where they do not exist. The plan should describe present in-service training programs at predominantly black institutions and evaluate their present and potential usefulness in upgrading the quality of faculty and administrative support at these institutions.

The plan should also include immediate steps to ensure increased enrollment of blacks in the state's graduate and professional schools, and an increased number of black graduates from these programs. Such steps should provide a source of black faculty within the state and encourage black students generally to pursue terminal graduate and professional degree programs in fields where blacks are currently under-represented.

J. Governing Boards

Each plan should include a commitment and process to ensure that all institutional and system-wide governing boards include significant numbers of minority race members. Each plan should also include a commitment from the state to make recommendations, where appropriate, to the Governor or other responsible officials of black persons qualified to serve on governing boards.



4. There would be state level coordination and responsibility for the successful implementation of the program.

5. When individual colleges have proposed or undertaken efforts to fill positions, the state should take no action as is necessary to avoid duplications of efforts and effect greater cooperation at all colleges.

## 1. Programs to Increase the Number of Black Faculty and Staff

The plan should provide for special programs to increase the number of black faculty and staff. These programs would provide special academic training to overcome past discrimination against black students which has impeded their obtaining the credentials necessary to teach at the college level.

In service training programs, at no cost to participating personnel, at predominantly black institutions should be improved or established where they do not exist. The plan should describe present in-service training programs at predominantly black institutions and evaluate their present and potential usefulness in upgrading the quality of faculty and administrative support at those institutions.

The plan should also include immediate steps to ensure increased enrollment of blacks in the state's graduate and professional schools, and an increased number of black graduates from these programs. Such steps should provide a source of black faculty within the state and encourage black students generally to pursue terminal graduate and professional degree programs in fields where blacks are currently under-represented.

## 2. Governing Boards

Each plan should include a commitment and process to ensure that all institutional and system-wide governing boards include significant numbers of minority race members. Each plan should also include a commitment from the state to make recommendations, where appropriate, to the Governor or other responsible officials of black persons qualified to serve on governing boards.



**THE REORGANIZATION OF SOUTHERN STATE SYSTEMS  
OF HIGHER EDUCATION**  
Some Black Perspectives

**I. GENERAL OBSERVATIONS**

- A. There is a great skepticism among black Americans about what the law can do; some even view the law as hostile to black people.
- B. A sense of impending catastrophe about developments in the United States hangs over the heads of many black people. So far as higher education is concerned, this is expressed in terms of:
  - 1. Deep concern about national trends that could result in moving blacks out of higher education; especially by limiting access to 4-year programs;
  - 2. Apprehension about efforts by the Establishment to guide blacks from kindergarten on into terminal courses and to lock them into the bottom rungs of the opportunity ladder - even under the guise of "new career development."

- C. There is a widespread fear that integration moves undertaken by white officials under pressure from HEW or Federal Courts could result in decreased educational opportunities for black students. There never has been a serious commitment to black education by southern states. For many decades after the Civil War, tax-supported higher education was not provided at all for blacks. Some black colleges did not even grant a bachelor's degree until the 30's or 40's. Over the years, southern states have demonstrated little interest in raising the academic standards of black public colleges. Educators could talk about "improving" but not "equalizing" academic programs. Black public colleges were late in getting accreditation and usually without much help from the states. White legislatures made changes only when threatened by legal - never voluntarily.

Nor is there a genuine commitment now to the education of black poor students. The states want as few blacks as possible in the formerly all-white institutions and only the top students. Politicians and state officials advocate closing black colleges in the name of integration but with little concern for the education of the students whom these colleges have traditionally served. Concerned citizens must vigilantly follow current development to protect the educational rights of black students who are poor economically and academically.

- D. Certain developments which have accompanied the desegregation of elementary and secondary schools have greatly alarmed black people. The closing of black schools which could have offered quality programs within the framework of the total reorganization of a school system, the demise of blacks as administrators, principals and teachers of academic courses and the humiliating treatment of black students at integrated schools are viewed as ominous portents of what the dismantling of dual systems of higher education could bring.

---

**Note:** This summary report was prepared by Jean Fairfax, Director, Division of Legal Information and Community Service, NAACP Legal Defense and Educational Fund, Inc.



# THE REORGANIZATION OF SOUTHERN STATE SYSTEMS OF HIGHER EDUCATION Some Black Perspectives

## 1. GENERAL OBSERVATIONS

- A. There is a great skepticism among black Americans about what the law can do; some even view the law as hostile to black people.
- B. A sense of impending catastrophe about developments in the United States hangs over the heads of many black people. So far as higher education is concerned, this is expressed in terms of:
  1. Deep concern about national trends that could result in moving blacks out of higher education, especially by limiting access to 4-year programs;
  2. Apprehension about efforts by the Establishment to guide blacks from kindergarten on into terminal courses and to lock them into the bottom rung of the opportunity ladder - even under the guise of "new career development";
  3. There is a widespread fear that integration moves undertaken by white officials under pressure from HEW or Federal Courts could result in decreased educational opportunities for black students. There have been a serious commitment to black education by southern states. For many decades after the Civil War, tax-supported higher education was not provided at all for blacks. Some black colleges did not even grant a bachelor's degree until the 30's or 40's. Over the years, southern states have demonstrated little interest in raising the academic standards of black public colleges. Black colleges could talk about "improving" but not "equalizing" academic programs. Black public colleges were late in getting accreditation and usually without much help from the states. White legislators made changes only when threatened by legal - never voluntarily.
- C. Not is there a genuine commitment now to the education of black poor students. The states want as few blacks as possible in the formerly all-white institutions and only the top students. Politicians and state officials advocate closing black colleges in the name of integration but with little concern for the education of the students whom these colleges have traditionally served. Concerned citizens must vigilantly follow current developments to protect the educational rights of black students who are poor economically and academically.
- D. Certain developments which have accompanied the desegregation of elementary and secondary schools have greatly alarmed black people. The closing of black schools which could have offered quality programs within the framework of the total reorganization of a school system, the demise of blacks as administrators, principals and teachers of academic courses and the humiliating treatment of black students at integrated schools are viewed as ominous portents of what the dismantling of dual systems of higher education could bring.

Note: This summary report was prepared by Jean Fairfax, Director, Division of Legal Information and Community Service, NAACP Legal Defense and Educational Fund, Inc.



- E. The conventional language of integration is felt to be inadequate. "Equal educational opportunity," "unitary systems," etc., need to be redefined.
- F. Some blacks who are justifiably concerned about the possible negative impact of current developments caution at the same time against romanticizing the era of segregation. Black public colleges generally have not been centers of academic excellence, dedicated to intellectual and personal freedom. Their curriculum has too often been irrelevant to the black struggle for political and economic freedom and to specific needs of black communities. The majority of their graduates cannot meet the standards of the mainstream (even admitting the cultural biases of the measures employed) and are poorly equipped to participate in the expanding southern economy.

One cannot honestly urge the continuation of the status quo on the theory that these are institutions which belong to black people; they never have been under effective black control. Black educators and leaders have seldom participated in vital decisions such as those affecting appropriations. Black leadership in higher education has too often been an extension of white control. At its worse, white control embodied in racist state legislatures and officials, has demanded that black administrations provide the "hatchet men" to carry out repressive policies, such as during the sit-ins of the 60's. It must be understood, however, that this was only a more open and virulent form of the kind of control which had always existed during more benign eras. The common expectation has been that black leaders should keep the black community in line and this was often accomplished by a few blacks in administration who exerted virtually dictatorial powers over faculty and students.

The relationship between these colleges and the black community has varied. Some observers feel that there was a real concern during the early years to be relevant to the needs of black people but that institutions later retreated from this commitment. In recent years, it has been the students who have been forcing the colleges to become relevant - through sit-ins and through demands for black studies and for curricula relevant to black cultural and economic development. Some black public colleges have developed community service, voter registration, adult literacy and other programs.

- G. The passion for higher education is undeniable and offers an unprecedented opportunity for involving the black community as alternatives to the present systems of higher education are explored. Initiatives from forward-looking blacks are long overdue. In the absence of these initiatives, blacks will be threatened by further victimization from whites who have no genuine commitment to the education of racial minorities and the poor.



E. The conventional language of integration is felt to be inadequate. "Equal educational opportunity," "unitary systems," etc., need to be redefined.

F. Some blacks who are justifiably concerned about the possible negative impact of current development caution at the same time against romanticizing the rise of segregation. Black public colleges generally have not been centers of academic excellence, dedicated to intellectual and personal freedom. Their curriculum has too often been irrelevant to the black struggle for political and economic freedom and to specific needs of black communities. The majority of their graduates cannot meet the standards of the mainstream (even admitting the cultural biases of the measures employed) and are poorly equipped to participate in the expanding southern economy.

One cannot honestly view the continuation of the status quo on the theory that there are institutions which belong to black people; they never have been under effective black control. Black education and leaders have seldom participated in vital decisions such as those affecting appropriations. Black leadership in higher education has too often been an extension of white control. At its worst, white control embodied in racist state legislatures and officials, has demanded that black administrators provide the "market man" to carry out regressive policies, such as during the 60's of the 60's. It must be understood, however, that this was only a more open and virulent form of the kind of control which had always existed during more benign ones. The common expectation has been that black leaders should keep the black community in line and this was often accomplished by a few blacks in administration who exercised virtually dictatorial power over faculty and students.

The relationship between black colleges and the black community has varied. Some observers feel that there was a real concern during the early years to be relevant to the needs of black people but that institutions later retreated from this commitment. In recent years it has been the students who have been forcing the colleges to become relevant - through sit-ins and through demands for black studies and for curricula relevant to black cultural and economic development. Some black public colleges have developed community service, voter registration, adult literacy and other programs.

G. The passion for higher education is undeniable and offers an unprecedented opportunity for investing the black community as alternatives to the present systems of higher education are explored. Initiatives from forward-looking blacks are long overdue. In the absence of these initiatives, blacks will be threatened by further victimization from whites who have no genuine commitment to the education of racial minorities and the poor.



## II. GOALS

- A. To maximize blacks in systems of higher education at all levels; as decision-makers, as heads of delivery systems, as educators, as students, as nonacademic staff members.
- B. To ensure active leadership roles for blacks in higher education so that blacks will be designers and managers and not just passive recipients of educational systems. Because of their peculiar history in America - having been victims of slavery, oppression, racism - but also because of their spiritual, cultural and communal heritage, black people have certain values, understandings of the human predicament, experiences and life-styles to contribute to the American mainstream. Blacks seek the institutional expression of their insights in the area of higher education.
- C. To fulfill the needs of the black community for professional and technical skills.
- D. To strengthen the competitive positions of blacks. Institutions of higher education should not only prepare individual blacks to compete in society but should enhance the ability of black institutions and communities to compete for (i.e. to demand and receive) goods, services and resources.
- E. To promote pluralism in higher education with the options for black students unimpeded.
- F. To secure systems of higher education which will be accountable; which will effectively reach students where they are and prepare them for life; which will not penalize youth for earlier failures of the system; which will not use the problems of poor and minority group youth as an excuse for not teaching them.

## III. CHARACTERISTICS OF A NONRACIST STATE SYSTEM OF HIGHER EDUCATION

- A. A nonracist system would reveal in its various layers a black presence which would approximate the percentage of blacks in the population, i.e., blacks in decision-making bodies, administration, faculty and nonacademic positions and on the staffs of hospitals, experiment stations, etc.; and blacks as students at the graduate and professional level, university and college level and at the level of community colleges, junior colleges and technical schools.
- B. The concept of a "unitary system" within a pluralistic society presents a challenge and poses some problems. Some plea for a unitary system of "just schools" where students choose an institution on the basis of factors other than race. Others identify a unitary system as one where duplication has been eliminated. Neither of these fully satisfies by itself. Certainly, unitary should not mean uniformity. Institutions choose, or fall into, different roles. Many intangible factors enter into a person's decision about college. And when these



## II. GOALS

- A. To maximize black participation in systems of higher education at all levels: as decision-makers, as heads of delivery systems, as educators, as students, as nonacademic staff members.
- B. To ensure active leadership roles for blacks in higher education so that blacks will be designers and managers and not just passive recipients of educational systems. Because of their peculiar history in America - having been victims of slavery, oppression, racism - but also because of their spiritual, cultural and communal heritage, black people have certain values, understandings of the human predicament, experiences and life-styles to contribute to the American mainstream. Blacks seek the institutional expansion of their insights in the area of higher education.
- C. To fulfill the needs of the black community for professional and technical skills.
- D. To strengthen the competitive positions of black institutions of higher education should not only prepare individual blacks to compete in society but should enhance the ability of black institutions and communities to compete for (i.e. to demand and receive) greater services and resources.
- E. To promote pluralism in higher education with the options for black students unimpeded.
- F. To secure systems of higher education which will be accountable; which will effectively reach students where they are and prepare them for life; which will not penalize youth for earlier failures of the system; which will not use the problems of poor and minority group youth as an excuse for not teaching them.

## III. CHARACTERISTICS OF A NONRACIST STATE SYSTEM OF HIGHER EDUCATION

- A. A nonracist system would reveal in its various layers a black presence which would approximate the percentage of blacks in the population, i.e., blacks in decision-making bodies, administration, faculty and nonacademic positions and on the staffs of hospitals, experiment stations, etc.; and blacks as students at the graduate and professional level, university and college level and at the level of community colleges, junior colleges and technical schools.
- B. The concept of a "unitary system" within a pluralistic society presents a challenge and poses some problems. James poses for a unitary system of "just schools" where students choose an institution on the basis of factors other than race. Others identify a unitary system as one where duplication has been eliminated. Neither of these fully satisfies by itself. Certainly, unitary should not mean uniformity. Institutions choose, or fall into, different roles. Many intangible factors enter into a person's decision about college. And when these



reinforce each other over the years, institutions develop different personalities. Blacks should feel that the system, and each of its individual colleges, works for them, is not alien or inhibiting. Blacks in large numbers throughout a system of higher education will have a direct and visible impact on the personality of that system.

If a division of labor and uniqueness are perceived as positive values, then a unitary system of higher education might conceivably have colleges or individual units within it of varying racial mixtures. Blacks could be enrolled at the university or college levels in proportion to their numbers in the population but each unit would not necessarily have the same percentage of blacks. The question then would be how much variation should be permitted? This may differ from state to state and one might recommend different strategies at different times. For example, where white enrollment at the formerly all-black colleges is proceeding faster than black enrollment at white institutions, thus resulting in attrition of blacks in higher education, one might advocate limiting this white invasion until blacks have caught up. In other words, a neutral unitary system functioning on a colorblind basis but without the implementation of a commitment to maximize the black presence will impede the fulfillment of the goals described above.

- C. A principal characteristic of a system which would serve the needs of the black community and help overcome effects of previous discrimination is open admissions, with the necessary supportive services to retain students and ensure the maximum number of graduates.

#### IV. BLACK STRATEGY IN GENERAL

Three lines of black strategy, each of which, however, presents some risks, must be simultaneously and vigorously pursued:

- A. The conceptualization of new roles for black public colleges is urgently needed.

Segregated by the acts of others and as a mark of shame, they must now be restructured around principles other than race and with a conviction that their history as black institutions uniquely qualifies them to make an affirmative contribution to the total scheme of higher education. New programs should be developed which are close to the concerns of blacks as an economically depressed people and which provide natural areas for black leadership for the entire state. A very exciting potential lies in fully accredited academic departments in fields of human services such as nutrition, health and early childhood development or in the vital areas of urban planning, land-use, architecture, community development and housing with special emphasis on the development of new models for neighborhoods, new communities, the use of new technology for low-cost housing, etc. In view of the low level of public service, the shortage of schools of social work and public administration in the South and the need for in-service training for public officials, black colleges could move into these areas - but with



reinforce each other over the years, institutions develop different personalities. Blacks should feel that the system, and each of its individual colleges, works for them, is not alien or inhibiting. Blacks in large numbers throughout a system of higher education will have a direct and visible impact on the personality of that system.

If a division of labor and assignment are perceived as positive values, then a unitary system of higher education might conceivably have colleges or individual units within it of varying racial mixtures. Blacks could be enrolled at the university or college level in proportion to their numbers in the population but each unit would not necessarily have the same percentage of blacks. The question then would be how much variation should be permitted? This may differ from state to state and one might recommend different strategies at different times. For example, where white enrollment at the formerly all-black colleges is proceeding faster than black enrollment at white institutions, thus resulting in attrition of blacks in higher education, one might advocate limiting the white invasion until blacks have caught up. In other words, a neutral unitary system functioning on a colorblind basis but without the implementation of a commitment to maximize the black presence will impede the fulfillment of the goals described above.

C. A principal characteristic of a system which would serve the needs of the black community and help overcome effects of previous discrimination is open admissions, with the necessary supportive services to retain students and ensure the maximum number of graduates.

#### IV. BLACK STRATEGY IN GENERAL

Three lines of black strategy, each of which, however, presents some risks, must be simultaneously and vigorously pursued:

A. The conceptualization of new roles for black public colleges is urgently needed.

Segregated by the acts of others and as a mark of shame, they must now be restructured around principles other than race and with a conviction that their history as black institutions uniquely qualifies them to make an affirmative contribution to the total scheme of higher education. New programs should be developed which are close to the concerns of blacks as an economically depressed people and which provide needed areas for black leadership for the entire state. A very exciting potential lies in fully accredited academic departments in fields of human services such as nutrition, health and early childhood development or in the vital areas of urban planning, land-use, architecture, community development and housing with special emphasis on the development of new models for low-cost neighborhoods, new communities, the use of new technology for low-cost housing, etc. In view of the low level of public service, the shortage of schools of social work and public administration in the South and the need for in-service training for public officials, black colleges could move into these areas - but with



a black perspective matured out of years of victimization from oppressive public policies administered by unqualified and uncaring officials. New approaches in adult or continuing education also hold promise.

In defining new roles, black colleges run the risk of getting a more glamorous front for what might continue to be secondclass institutions. Pressures will be heavy to force them into being vocational schools or institutions which offer low-status courses.

- B. Black should take the initiative in designing a new pattern of organization for higher education in their state which would guarantee a leadership role for the black college.

Maneuvers to enhance status in the state structure and to secure control over other institutions are common-place in the politics of higher education. Unfortunately, blacks do not have sufficient power in legislatures to make this a politically feasible strategy in most southern states but it should not be completely overlooked. Admittedly, there is a suspicion against mergers of small colleges, and a black institution which is large and strong enough to absorb other colleges in a new system might lose its black leadership in the process. Even with these fears and risks, blacks should explore the possibility of bringing formerly all-white colleges under the wings of strong black institutions.

More hopeful is a proposal which would capitalize on the main strength of black colleges and restructure state institutions of higher education around different educational principles. Black colleges were open admissions institutions long before the term became fashionable, took students as they came, educated them with inadequate resources and turned out graduates who were productive citizens even though they may not have performed well on standardized tests. A formerly all-black college might become in its state the center of an open admissions system with a quality program for black and white youth - thus providing well for all which it has done only inadequately for blacks in the past.

A proposal for the restructuring of institutions of higher education in Louisiana has been advanced which would create two distinct systems with different functions: a Louisiana State University System which would have traditional admissions standards; a new Southern University System into which most of the predominantly white four-year colleges and community colleges would be brought and which would be an open admissions system committed to different goals from LSU.

The risk, of course, is that an open admissions college which operates along with but outside a prestige university system might become the dumping ground for the state's academically inferior students of all races. Without a commitment to massive resources to do a quality job, this approach could be disastrous. The intriguing feature of the Southern proposal is that it would create two large systems with a large number of whites on the open admissions side. In Louisiana



a black perspective matured out of years of victimization from oppressive public policies administered by unrepentant and unrepentant officials. New approaches in adult or continuing education also hold promise.

In defining new roles, black colleges run the risk of getting a more glamorous front for what might continue to be second-class institutions. Presumes will be heavy to force them into being vocational schools or institutions which offer low-status courses.

Black should take the initiative in designing a new pattern of organization for higher education in their state which would guarantee a leadership role for the black college.

Measures to enhance status in the state structure and to secure control over other institutions are commonplace in the politics of higher education. Unfortunately, blacks do not have sufficient power in legislatures to make this a politically feasible strategy in most southern states but it should not be completely overlooked. Admittedly, there is a suspicion against measures of small colleges, and a black institution which is large and strong enough to absorb other colleges in a new system might lose a black leadership in the process. Even with these fears and risks, blacks should explore the possibility of bringing formerly all-white colleges under the wings of strong black institutions.

More hopeful is a proposal which would capitalize on the main strength of black colleges and restrict state institutions of higher education around different educational principles. Black colleges were open admission institutions long before the term became fashionable, took students as they came, educated them with inadequate resources and trained out graduates who were productive citizens even though they did not have performed well on standardized tests. A formerly all-black college might become at its state the center of an open admissions system with a quality program for black and white youth - thus providing well for all which it has done only inadequately for blacks in the past.

A proposal for the restructuring of institutions of higher education in Louisiana has been advanced which would create two distinct systems with different functions: a Louisiana State University System which would have traditional admission standards, a new Southern University System into which most of the predominantly white four-year colleges and community colleges would be brought and which would be an open admissions system committed to different goals from LSU.

The risk, of course, is that an open admissions college which operates along with but outside a prestige university system might become the dumping ground for the state's academically inferior students of all races. Without a commitment to massive resources to do a quality job, this approach could be disastrous. The intriguing feature of the Southern proposal is that it would create two large systems with a large number of whites on the open admissions side. In Louisiana



with its special history of tax support for welfare programs for poor whites, and open admissions system could develop a kind of prestige of its own which could rival LSU in time.

- C. Blacks must accelerate efforts to enlarge the black presence and incorporate the black experience into the total life of formerly all-white institutions.

The temptation to concentrate the energies of the black community on the future of the black public colleges alone is understandable but short-sighted. Blacks at the predominantly white universities and colleges are facing major problems which cannot be ignored. Racism in any part of the higher education system reflects a perception about blacks which is experienced throughout the state. Greatly increased numbers of blacks at all of the formerly all-white colleges will help to convince whites that they have no place to flee. Also, with more blacks, there is a greater possibility of making these institutions responsive to the needs of black people. In some states, there is the danger that the formerly all-black colleges may increase white enrollment faster than blacks enter the formerly all-white institutions. Unless black strategy reaches the entire system, there could be a net loss of blacks in higher education.

Critics will point out that the immediate effect of this strategy will be to drain middle class and bright black students away from the black private and public colleges. This is true, but it is happening anyway, often as a result of affirmative efforts by white colleges to integrate on a token basis with the cream of the academic and athletic crop of black high school graduates. What is proposed here is more pressure from blacks within a larger strategy, one of the major goals of which should be to increase options for individual black students.

- V. STRATEGY SPECIFICS: Issues to be thrashed out; jobs to be done; the need for legal memoranda and technical assistance.

A. A strategy committee should be created in each state which will develop a plan for reorganization and promote its implementation through political channels, legal action and/or negotiations with HEW. The Black Coalition of the University of Maryland Campuses offers a very promising model as a power group which has taken the initiative for securing a plan for the reorganization of higher education which would meet the needs of black people in the state.

B. A plan must be based on a sophisticated understanding of the politics of higher education within the particular state. Serious attention needs to be given to the interface between the institutions and the legislature and to the locus of power where key decisions are made, especially those involving budgets and appropriations. Since the future of the black college is crucial, its location in the administrative structure is an important issue which should be decided on the basis of this political analysis. There is no one structure which will work equally well for all blacks everywhere. In some states, the incorporation of the formerly all-black college in the university system would seem to ensure the status and funds necessary to becoming a quality institution. Elsewhere a persuasive



with its special history of tax support for welfare programs for poor whites, and open admission system could develop a kind of prestige of its own which could rival LSU in time.

C. Blacks must accelerate efforts to enlarge the black presence and incorporate the black experience into the total life of formerly all-white institutions.

The temptation to concentrate the energies of the black community on the future of the black public college alone is understandable but short-sighted. Blacks at the predominantly white universities and colleges are facing major problems which cannot be ignored. Failure in any part of the higher education system reflects a perception about blacks which is experienced throughout the state. Greatly increased numbers of blacks at all of the formerly all-white colleges will help to convince whites that they have no place to flee. Also, with more blacks, there is a greater possibility of making these institutions responsive to the needs of black people. In some states, there is the danger that the formerly all-black colleges may become white enclaves faster than blacks enter the formerly all-white institutions. Unless black strategy reaches the entire system, there could be a net loss of blacks in higher education.

Critics will point out that the immediate effect of this strategy will be to drain middle class and bright black students away from the black private and public colleges. This is true, but it is happening anyway, often as a result of affirmative efforts by white colleges to integrate on a token basis with the cream of the academic and athletic crop of black high school graduates. What is proposed here is more pressure from blacks within a larger strategy, one of the major goals of which should be to increase options for individual black students.

V. STRATEGY SPECIFICS: Issues to be threshed out; jobs to be done; the need for legal memoranda and technical assistance.

A. A strategy committee should be created in each state which will develop a plan for reorganization and promote its implementation through political channels, legal action and/or negotiation with HBCU. The Black Coalition of the University of Maryland Campus offers a very promising model as a power group which has taken the initiative for securing a plan for the reorganization of higher education which would meet the needs of black people in the state.

B. A plan must be based on a sophisticated understanding of the politics of higher education within the particular state. Serious attention needs to be given to the interface between the institutions and the legislature and to the focus of power where key decisions are made, especially those involving budgets and appropriations. Since the future of the black college is crucial, its location in the administrative structure is an important issue which should be decided on the basis of this political analysis. There is no one structure which will work equally well for all blacks everywhere. In some states, the incorporation of the formerly all-black college in the university system would seem to ensure the status and funds necessary to becoming a quality institution. Elsewhere a persuasive



argument could be made that the black college will be able to do a more creative job and attract new funds if it is not in the university system.

- C. Key to the development of a strategy is a financial analysis. The viability of the black college as an institution capable of providing a quality program to students regardless of race depends on funds. Blacks need to understand how funds for higher education are currently being allocated in the state. Information about the basic formula is not enough; these funds are increasingly available without discrimination. Inequities in state funds for construction and/or renovation, for faculty salaries and for student aid and the discriminatory allocation of Federal funds may be more revealing and need to be documented.

Three kinds of research are urgently needed as we look for sources of support for colleges under black leadership which are moving into new roles:

1. A privately sponsored and thorough analysis of Federal financial assistance to blacks for higher education would expose the Federal role in perpetuating inequities. This should include a review of how guidelines are developed and decisions made at Federal and state levels, the source and amount of funds available to black institutions and the identification of hidden patterns of discrimination.
2. Legal research should be undertaken to establish the basis for demanding extra funds for institutions which educate disadvantage students. Opinions differ concerning whether there should be a specific effort to get special funds for black colleges because the education of poor students is more expensive. Some attorneys do not feel that a court would award extra funds to black colleges unless it could be documented that they are achieving results comparable to white institutions; i.e. if black colleges admit poorer students but only educate them relatively well, there would be no case for special funding. If a main thrust of our strategy is an open admissions policy, then we must guarantee funds for remedial programs wherever the students are enrolled. Predominantly white institutions would actively recruit poor students if they were paid to do so and many of these would be white, but the principle is important and the formerly all-black colleges would be enabled to offer a quality program for students of both races.
3. In-depth research in a selected state to document a systematic pattern of discrimination in state appropriations over the years which has not been rectified by current budgetary practices could lay the groundwork for legal action to compel the withholding of resources from formerly all-white institutions until the formerly all-black college has been fully equalized. This presents many problems (e.g. what is equalization?) but in a state where there is enthusiastic backing for conceptualizing a new role for a black college, undergirding. One of the land-grant colleges might provide an interesting test because of the commingling of Federal and state funds.



argument could be made that the black college will be able to do a more creative job and attract new funds if it is not in the university system.

C. Key to the development of a strategy is a financial analysis. The visibility of the black college as an institution capable of providing a quality program to students regardless of race depends on funds. Blacks need to understand how funds for higher education are currently being allocated in the state. Information about the basic formula is not enough; these funds are increasingly available without discrimination. Inquiries in state funds for construction and/or renovation, for faculty salaries and for student aid and the discriminatory allocation of Federal funds may be more revealing and need to be documented.

Three kinds of research are urgently needed as we look for sources of support for colleges under black leadership which are moving into new roles:

1. A privately sponsored and thorough analysis of Federal financial assistance to blacks for higher education would expose the Federal role in perpetuating inequality. This study should include a review of how guidelines are developed and decisions made at Federal and state levels, the source and amount of funds available to black institutions and the identification of hidden patterns of discrimination.

2. Legal research should be undertaken to establish the basis for demanding extra funds for institutions which educate disadvantaged students. Opinions differ concerning whether there should be a specific effort to get special funds for black colleges because the education of poor students is more expensive. Some attorneys do not feel that a court would award extra funds to black colleges unless it could be documented that they are achieving results comparable to white institutions; i.e. if black colleges admit poorer students but only educate them inferiorly well, there would be no case for special funding. If a main thrust of our strategy is an open admissions policy, then we must guarantee funds for remedial programs wherever the students are enrolled. Potentially white institutions would actively recruit poor students if they were paid to do so and many of these would be white, but the program is important and the formerly all-black colleges would be enabled to offer a quality program for students of both races.

3. In-depth research in a selected state to document a systematic pattern of discrimination in state appropriations over the years which has not been rectified by current budgetary practices could lay the groundwork for legal action to compel the withholding of resources from formerly all-white institutions until the formerly all-black college has been fully equalized. This presents many problems (e.g. what is equalization?) but in a state where there is enthusiasm for compensating a new role for a black college, understanding. One of the largest colleges might provide an interesting test because of the commitment of Federal and state funds.



- D. A state plan must reach policies and practices related to the recruitment, admissions, enrollment and retention of other-race students. To assist state strategy committees in developing specific demands in these areas, further discussions, research and position papers are needed.

1. Open Admissions

What do we mean by open admissions? Specifically, can one really have open admissions without free tuition? Inasmuch as a constitutional right to higher education has not been declared, should we advocate open admissions throughout higher education? If so, on what grounds? Is it sufficient to have open admissions in one part of the total system or would this be a form of segregation?

2. Recruitment

Several states have had recruitment programs to encourage white students to enroll at the formerly all-black colleges and blacks to enroll at predominantly white colleges, universities and professional schools. These experiences with other-race recruitment need to be compiled and evaluated. Specific recommendations for inclusion in state plans should be made.

3. Enrollment Quotas

Quotas are useful as minimum goals and provide benchmarks for measuring progress. The question is, how much should they cover? The Black Coalition in Maryland has set a goal of 20% blacks in the entering classes of the university and the professional schools by 1974. If we focus on admissions, do we run the risk of putting black students into a revolving door? Should we not concentrate on enrollment and graduation statistics? In situations where whites are bumping blacks out of former black colleges, should we put a quota on white enrollment until black enrollment throughout the system approximates the percentage in the population?

We need a position paper on national and southern trends to accelerate the attrition rate of blacks from institutions of higher education and on steps which can be taken to retain blacks once they have been admitted. We need a legal memorandum on the feasibility of requiring states to guarantee that the rate of growth in black student enrollment in all public institutions of higher education will be at least as high in the next 12 years as in the past and that the attrition rate of blacks will not be greater than that of white students.

- E. The recruitment, hiring and upgrading of black faculty and nonacademic personnel is a key issue, not only because of our concern for equal employment opportunities but because the presence of black authority figures and the fair treatment of black employees are major factors in the positive adjustment of blacks on formerly all-white campuses. Furthermore, for the effective implementation of our goal, it will be essential to have black staff members on commissions and boards with responsibilities for policy-making, long-range



D. A state plan must reach policy and practices related to the recruitment, admissions, enrollment and retention of otherwise students. To assist state strategy committees in developing specific demands in these areas, further discussion, research and position papers are needed.

### 1. Open Admissions

What do we mean by open admissions? Specifically, can one really have open admissions without free tuition? Inasmuch as a constitutional right to higher education has not been declared, should we advocate open admissions throughout higher education? If so, on what grounds? Is it sufficient to have open admissions in one part of the total system or would this be a form of segregation?

### 2. Recruitment

Several states have had recruitment programs to encourage white students to enroll at the formerly all-black colleges and blacks to enroll at predominantly white colleges, universities and professional schools. These experiences with otherwise recruitment need to be compiled and evaluated. Specific recommendations for inclusion in state plans should be made.

### 3. Enrollment Quotas

Quotas are used as minimum goals and provide benchmarks for measuring progress. The question is how much should they cover? The Black Coalition in Maryland has set a goal of 20% blacks in the entering classes of the university and the professional schools by 1974. If we focus on admissions, do we use the rate of entering black students into a revolving door? Should we not concentrate on enrollment and graduation statistics? In situations where whites are dumping blacks out of former black colleges, should we put a quota on white enrollment until black enrollment through-out the system approximates the percentage in the population?

We need a position paper on national and southern trends to accelerate the admission rate of blacks from institutions of higher education and on steps which can be taken to retain blacks once they have been admitted. We need a legal memorandum on the feasibility of requiring states to guarantee that the rate of growth in black student enrollment in all public institutions of higher education will be at least as high in the next 15 years as in the past and that the admission rate of blacks will not be greater than that of white students.

E. The recruitment, hiring and upgrading of black faculty and nonacademic personnel is a key issue, not only because of our concern for equal employment opportunities but because the presence of black authority figures and the fair treatment of black employees are major factors in the positive adjustment of blacks on formerly all-white campuses. Furthermore, for the effective implementation of our goal, it will be essential to have black staff members on commissions and boards with responsibilities for policy-making, long-range



planning, budget preparation, etc. Experiences and insights accumulated in recent years should be made available. A report on blacks in administrative and teaching positions on formerly all-white southern campuses and on the staffs of state commissions or boards would be extremely valuable in helping us set short and long-term goals. A limited review of the present situation would indicate that minimum demands for black faculty and staff on predominantly white campuses should include:

1. Black administrators in top positions with visibility and authority, i.e. vice-president, deans, heads of departments. On some campuses, such as the University of Florida where blacks are demanding a Vice-president for Minority Affairs, these demands have become very specific.
  2. Black faculty in substantial numbers. This presents problems hiring is usually decentralized and there is a shortage of black Ph.D.'s. What specific guidelines can be suggested?
  3. Equal employment opportunities for blacks in non-academic positions (secretaries, clerks, technicians personnel, custodial staff, etc.). Many are now encountering discrimination, lack of advancement and low wages. How can we include them in our efforts?
- F. We have faith in the ability of this generation of black students to make institutions of higher education relevant to their needs. The immediate problem is to get them admitted in substantial numbers, particularly to the predominantly white universities, colleges and professional schools in the South, and to keep them enrolled until they finish their programs. Therefore, we need information about what is happening to students currently enrolled in these institutions - about their positive experiences as well as about the problems, discrimination, humiliations and insults which they face. The withdrawal, shortly before the end of this academic year, of scores of black students from the University of Florida suggests a pattern of grievances which is undoubtedly South-wide. Contact with some of these students and the faculty who are supporting them has revealed a valuable source for specific recommendations for eliminating racism in higher education.
1. Appropriate agencies within each southern state, e.g. State Advisory Committee to the United States Commission on Civil Rights, should conduct official hearings on discrimination at the former all-white colleges and universities and publish their findings. The elimination of discrimination in some situations will most effectively be done through legal action and the filing of complaints to HEW which attempts to reach the heart of the problem and to secure comprehensive, state-wide remedies. Where problems are so serious that lack of attention to immediate crises might prevent genuine long-range solutions, LDF lawyers and others should be prepared to deal with limited issues involving the rights and welfare of black students on our campus.



planning, budget preparation, etc. Experiences and insights accumulated in recent years should be made available. A report on blacks in administrative and teaching positions on formerly all-white southern campuses and on the staffs of state commissions or boards would be extremely valuable in helping us set short and long-term goals. A limited review of the present situation would indicate that minimum demands for black faculty and staff on predominantly white campuses should include:

1. Black administration in top positions with visibility and authority, i.e., vice-president, deans, heads of departments. On some campuses, such as the University of Florida where blacks are demanding a Vice-president for Minority Affairs, these demands have become very specific.

2. Black faculty in substantial numbers. This presents problems hiring is usually demonstrated and there is a shortage of black Ph.D.'s. What specific guidelines can be suggested?

3. Equal employment opportunities for blacks in non-academic positions (secretaries, clerks, custodians, personnel, custodial staff, etc.). Many are now encountering discrimination, lack of advancement and low wages. How can we include them in our efforts?

F. We have failed in the ability of this generation of black students to make institutions of higher education relevant to their needs. The immediate problem is to get them admitted in substantial numbers, particularly to the predominantly white universities, colleges, and professional schools in the South, and to keep them enrolled until they finish their programs. Therefore, we need information about what is happening to students currently enrolled in these institutions - about their positive experiences as well as about the problems, discrimination, humiliations and injuries which they face. The withdrawal, shortly before the end of this academic year, of scores of black students from the University of Florida suggests a pattern of grievances which is undoubtedly South-wide. Contact with some of these students and the faculty who are supporting them has revealed a valuable source for specific recommendations for eliminating racism in higher education.

1. Appropriate agencies within each southern state, e.g., State Advisory Committee to the United States Commission on Civil Rights, should contact official hearings on discrimination at the former all-white colleges and universities and publish their findings. The elimination of discrimination in some situations will most effectively be done through legal action and the filing of complaints to HEW which attempts to reach the heart of the problem and to secure comprehensive state-wide remedies. Where problems are so serious that lack of attention to immediate crises might prevent genuine long-range solutions, LDF lawyers and others should be prepared to deal with limited issues involving the rights and welfare of black students on our campus.



2. A regional conference of blacks from the predominantly white campuses should be convened with the hope that this body could focus national attention on their problems, put pressure on HEW to develop guidelines to deal with these issues, develop a coordinated South-wide strategy and advise LDF attorneys.
3. Black students and faculty at the predominantly white institutions can play an important role in developing plans for the reorganization of systems of higher education. They should certainly be involved in any strategy committees in the southern states.

## VI. ELIMINATION OF DUAL SYSTEMS OF HIGHER EDUCATION: REMEDIES TO BE SOUGHT THROUGH LEGAL ACTION

- A. A comprehensive state desegregation plan which covers all components of the system(s) of higher education: governance, structure, curriculum, financing, hiring practices, contract compliance, the admission, enrollment and retention of students and nondiscrimination on the integrated campus.
- B. A process of developing a state plan which will ensure consultation with and maximum input from blacks, e.g. public hearings, the active solicitation of proposals from black community and/or the appointment of an independent, state-wide Bi-racial Commission with responsibilities for planning and for reviewing and monitoring compliance for five years.
- C. A system of governance which demonstrates the state's commitment to structuring its institutions of higher education so that the constitutional rights of minorities will be protected:
  1. Blacks on all decision-making bodies by a specific target date in proportion to their percentage in the population.
  2. The requirement that any proposed changes in the administrative structure of higher education must be reported. States must certify that such changes will promote equal educational opportunity and the greater participation by blacks in higher education. HEW, the Courts, plaintiffs and the Bi-racial Commission must be provided opportunity to review and challenge any proposed changes in the structure.
- D. States must be required to describe and to justify their plans for the future of each unit in the system(s) and indicate the anticipated impact on integration of any proposed changes in the character of each unit. Specifically, so far as the black colleges are concerned:
  1. Assuming that most black colleges could become integrated, quality institutions, performing new roles and serving broader constituencies, states should be required to:



2. A regional conference of blacks from the predominantly white campuses should be convened with the hope that this body could focus national attention on their problems and pressure on HEW to develop guidelines to deal with these issues, develop a coordinated South-wide strategy and advise LDF attorneys.

3. Black students and faculty at the predominantly white institutions can play an important role in developing plans for the reorganization of systems of higher education. They should certainly be involved in any strategy committees in the southern states.

## VI. ELIMINATION OF DUAL SYSTEMS OF HIGHER EDUCATION: REMEDIES TO BE SOUGHT THROUGH LEGAL ACTION

A. A comprehensive state development plan which covers all components of the system(s) of higher education: governance structure, curriculum, financing, hiring practices, campus environment, the admission, enrollment and retention of students and nonblack students on the integrated campus.

B. A process of developing a state plan which will ensure consultation with and maximum input from blacks, e.g. public hearings, the active solicitation of proposals from black community leaders, the appointment of an independent state-wide Bifacial Commission with responsibility for planning and for reviewing and monitoring compliance for five years.

C. A system of governance which demonstrates the state's commitment to structuring its institutions of higher education so that the constitutional rights of minorities will be protected.

1. Blacks on all decision-making bodies by a specific target date in proportion to their percentage in the population.

2. The requirement that any proposed changes in the administrative structure of higher education must be reported. States must certify that such changes will promote equal educational opportunity and the greater participation by blacks in higher education. HEW, the Courts, plaintiffs and the Bifacial Commission must be provided opportunity to review and challenge any proposed changes in the structure.

D. States must be required to describe and to justify their plans for the future of each unit in the system(s) and indicate the anticipated impact on integration of any proposed changes in the character of each unit. Specifically, so far as the black colleges are concerned:

1. Assuming that most black colleges could become integrated, quality institutions, performing new roles and serving broader constituencies, states should be required to:



- a) Define these new roles and how the transformation will take place; expected racial mix, etc. Plans for the land-grant colleges should be fully outlined.
  - b) Justify plans for the governance of each college and its administrative placement within the overall structure in terms of these new roles.
  - c) Spell out the state's commitment to the financing of the formerly all-black college in its new role, specifically:
    - (1) How state funds will be allocated for general program, construction, faculty salaries, etc.;
    - (2) How funds from Federal programs will be allocated;
    - (3) No increases in funds to formerly all-white or new institutions should be permitted until the formerly all-black college has the funds necessary for the implementation of its new program.
2. States must be required to justify fully any plans for closing or phasing out any formerly all-black college and must prove that it cannot become an integrated, quality institution performing new roles, that it is not needed to meet the student enrollment expansion of the 70's and that its demise will not result in the decreased enrollment of blacks in institutions of higher education in the state.
- E. States should be required to achieve at each level in the system, by a specific target date and as a minimum a percentage of black students which approximates the percentage of blacks in the population. This does not necessarily mean that every unit or college would have the same racial ratios. To reach this target, the following are necessary and should be required:
1. Affirmative recruitment of other-race students.
  2. Open Admissions  
Before specific recommendations can be made, further studies are needed, especially legal research to support the claim for open admissions as a necessary requirement for dismantling dual systems. Would operating only part of the system on an open admissions satisfy this requirement? To prevent junior and community colleges from becoming a dumping ground for disadvantaged students, should we insist on open admissions in at least part of the 4-year college system?
  3. Assurance that the rate of black student enrollment in all public institutions will be at least as high as in the next 12 years as in the past 12.  
Assurance that the attrition rates of blacks will not be greater than the attrition rates of white students. States must be required to take positive steps to assure that increased white enrollment at the formerly all-black



- a) Define these new roles and how the transformation will take place; expected social mix, etc. Plans for the land-grant colleges should be fully outlined.
  - b) Justify plans for the governance of each college and its administrative placement within the overall structure in terms of these new roles.
  - c) Spell out the state's commitment to the financing of the formerly all-black college in its new role, specifically:
    - (1) How state funds will be allocated for general program, construction, faculty salaries, etc.;
    - (2) How funds from Federal programs will be allocated;
    - (3) The increases in funds to formerly all-white or new institutions should be permitted until the formerly all-black college has the funds necessary for the implementation of its new program.
2. States must be required to justify fully any plans for closing or phasing out any formerly all-black college and must prove that it cannot become an integrated, quality institution performing new roles, that it is not needed to meet the student enrollment expansion of the 70's and that its demise will not result in the decreased enrollment of blacks in institutions of higher education in the state.
3. States should be required to achieve at each level in the system, by a specific target date and as a minimum a percentage of black students which approximates the percentage of blacks in the population. This does not necessarily mean that every unit or college would have the same racial ratios. To reach this target, the following are necessary and should be required:
1. Alternative recruitment of other-race students.
  2. Open Admissions
 

Before specific recommendations can be made, further studies are needed, especially legal research to support the claim for open admissions as a necessary requirement for dismantling dual systems. Would operating only part of the system as an open admissions satisfy this requirement? To prevent junior and community colleges from becoming a dumping ground for disadvantaged students, should we insist on open admissions in at least part of the 4-year college system?
  3. Assurances that the rate of black student enrollment in all public institutions will be at least as high as in the next 15 years as in the past 15.
- Assurance that the retention rates of blacks will not be greater than the retention rates of white students. States must be required to take positive steps to assure that increased white enrollment at the formerly all-black



colleges will not result in an increased attrition of blacks from public institutions of higher education.

For maximum enrollment and minimum attrition, comprehensive compensatory or remedial educational services must be provided through public financing at all levels of higher education.

- F. Recruitment, hiring and upgrading of blacks in administration, teaching, nonacademic jobs, positions in auxiliary institutions, such as hospitals and experiment stations, with the goal of a percentage equal to that of blacks in the population by a fixed date.
- G. "Ombudsman" for minority group affairs on each campus to handle complaints and prepare annual reports to HEW and the courts on campus life: housing, extra-curricular activities, effectiveness of the administration in handling programs, etc. These reports should be available to the public.
- H. As the administrative agency with statutory responsibility for ensuring equal educational opportunities, HEW should require annual reports from the states which would include:
  - 1. Progress report on the implementation of the state plan.
  - 2. State financial allocations with forms developed by HEW to promote uniformity.
  - 3. Statistics on admissions, enrollment, attrition and graduation by race.
  - 4. Statistics on faculty and staff recruitment, employment upgrading by race.
  - 5. Statistics on the suspension and expulsion of students by race.
- I. Where HEW funds for construction are involved, HEW should require a contract compliance report with "Philadelphia Plan" specifics.
- J. HEW should review its programs, regulations, internal decision-making processes and disbursement channels and should take appropriate steps to assure that:
  - 1. Black students are fully benefitting from Federal financial assistance programs.
  - 2. Formerly all-black institutions are not only not discriminated against in HEW grant programs but are being actively recruited to participate in them.



colleges will not result in an increased tuition of blacks from public institutions of higher education.

For maximum enrollment and minimum attrition, comprehensive compensatory or remedial educational services must be provided through public financing at all levels of higher education.

F. Recruitment, hiring and upgrading of blacks in administration, teaching, nonacademic jobs, positions in auxiliary institutions, such as hospitals and experiment stations, with the goal of a percentage equal to that of blacks in the population by a fixed date.

G. "Ombudsmen" for minority group affairs on each campus to handle complaints and prepare annual reports to HEW and the courts on campus life; housing, extracurricular activities, effectiveness of the administration in handling programs, etc. These reports should be available to the public.

H. As the administrative agency with statutory responsibility for ensuring equal educational opportunities, HEW should require annual reports from the states which would include:

1. Progress report on the implementation of the state plan.
2. State financial allocations with forms developed by HEW to promote uniformity.
3. Statistics on admission, enrollment, retention and graduation by race.
4. Statistics on faculty and staff recruitment, employment upgrading by race.
5. Statistics on the suspension and expulsion of students by race.
- I. Where HEW funds for construction are involved, HEW should require a contract compliance report with "Philadelphia Plan" specifics.
- J. HEW should review its program, regulations, internal decision-making processes and disbursement channels and should take appropriate steps to assure that:
  1. Black students are fully benefiting from Federal financial assistance programs.
  2. Formerly all-black institutions are not only not discriminated against in HEW grant programs but are being actively recruited to participate in them.



## THE 1202 COMMISSION

### What Is It?

The 1202 Commission is the South Carolina Postsecondary Education Planning Commission.

### What Is Its Origin?

As required by Section 1202 of the Federal Higher Education Act of 1965--amended, the Governor of South Carolina issued an Executive Order for the establishment of the "1202 Commission."

### Who Are The Members Of The 1202 Commission?

Twenty people sit on the Commission: the 17 members of the State Commission on Higher Education, the State Superintendent of Education; the Chairman of the Advisory Council of Private College Presidents; a representative of proprietary education to be designated by the Governor.

### What Are The Purposes Of The 1202 Commission?

1. To establish comprehensive statewide planning in postsecondary education to help facilitate the smooth functioning of the several segments which comprise together the whole system.
2. To work cooperatively and continuously with institutions at all levels to improve and strengthen postsecondary education throughout South Carolina.
3. To study the State's needs and the resources available to meet them.
4. To recommend plans to provide for a cohesive system of postsecondary education.
5. To assure both institutional freedom, autonomy, and aspirations and statewide needs.

### What Other Groups Are To Assist The 1202 Commission In Realizing Its Purposes?

In implementing the requirements of Title X of the 1972 Amendments to the



## THE 1903 COMMISSION

### What Is It?

The 1903 Commission is the South Carolina Postsecondary Education Planning Commission.

### What Is Its Origin?

As required by Section 1301 of the Federal Higher Education Act of 1965-amended, the Governor of South Carolina issued an Executive Order for the establishment of the "1903 Commission."

### Who Are The Members Of The 1903 Commission?

Twenty people sit on the Commission: the 17 members of the State Commission on Higher Education, the State Superintendent of Education, the Chairman of the Advisory Council of Private College Presidents, a representative of proprietary education to be designated by the Governor.

### What Are The Purposes Of The 1903 Commission?

1. To establish comprehensive statewide planning in postsecondary education to help facilitate the smooth functioning of the several segments which comprise together the whole system.
2. To work cooperatively and continuously with institutions at all levels to improve and strengthen postsecondary education throughout South Carolina.
3. To study the State's needs and the resources available to meet them.
4. To recommend plans to provide for a cohesive system of postsecondary education.
5. To assure both institutional freedom, autonomy, and aspirations and statewide needs.

### What Other Groups Are To Assist The 1903 Commission In Realizing Its Purposes?

In implementing the requirements of Title X of the 1972 Amendments to the



Federal Higher Education Act, the State has planned to involve the following Components:

1. The Postsecondary Institutions
2. The State Legislature
3. The Public
4. Advisory Councils and Study Groups
5. Special Committees
6. Specified State Agencies

Is There A Tentative List Of Long-Range Planning Areas?

Yes, the list is as follows:

1. Statewide Goals
2. Institutional Missions
3. Enrollment Projections
4. Academic Affairs
5. Health Affairs
6. Student Affairs
7. Facilities Planning
8. Finance, Budgets and Computerization
9. Special Studies



Federal Higher Education Act, the State has planned to involve the following components:

1. The Postsecondary Institutions
2. The State Legislature
3. The Public
4. Advisory Councils and Study Groups
5. Special Committees
6. Specified State Agencies

Is There A Tentative List Of Long-Range Planning Areas?

Yes, the list is as follows:

1. Statewide Goals
2. Institutional Relations
3. Institutional Functions
4. Academic Affairs
5. Health Affairs
6. Student Affairs
7. Facilities Planning
8. Finance, Budgets and Compensation
9. Special Studies



**FUTURE JOB PICTURE IS FORECAST BY  
BUREAU OF LABOR STATISTICS  
(Selected Fields: 1978-1985)**

**Accountants**—51,500 annually. Employment expected to increase about as fast as average as managers rely more on accounting information to make business decisions. College graduates will be in highest demand.

**Aerospace engineers**—1,500 annually. Employment expected to grow more slowly than average because of limited increase in federal expenditures on space and defense programs.

**Chemists**—6,300 annually. Employment expected to grow about as fast as average as a result of increasing demand for new product development and rising concern about energy shortages, pollution control, and health care. Except for positions at colleges and universities, good opportunities should exist.

**College and university teachers**—17,000 annually. Despite expected employment growth, applicants will face keen competition for jobs. Best opportunities in public colleges and universities. Persons who do not have Ph.D.'s will find it increasingly difficult to secure a teaching position.

**Dentists**—4,800 annually. Employment expected to grow about as fast as average due to population growth, increased awareness of dental care, and expansion of pre-paid arrangements. Opportunities should be very good.

**Economists**—6,400 annually. Employment expected to grow faster than average. Master's and Ph.D. degree holders may face keen competition for college and university positions but can expect good opportunities in nonacademic areas. Persons with bachelor's degrees likely to face keen competition.

**Geologists**—2,300 annually. Employment expected to grow faster than average as domestic mineral exploration increases. Good opportunities for persons with degrees in geology or related scientific fields.

**Health service administrators**—16,000 annually. Employment expected to grow much faster than average as quantity of patient services increases and health services management becomes more complex.

**Historians**—900 openings. Employment expected to grow more slowly than average. Keen competition expected, particularly for academic positions. Persons with training in historical specialties such as historic preservation and business history have best opportunities.

**Kindergarten and elementary school teachers**—70,000 annually. Competition for jobs expected as enrollments continue to decline until early 1980s. Re-entrants will face increasing competition from new graduates.

**Lawyers**—23,400 annually. Employment expected to grow faster than average in response to increased business activity and population. However, keen competition likely for salaried positions. Best prospects for establishing new practices will be in small towns and expanding suburbs, although starting a practice will remain a risky and expensive venture.

**Librarians**—8,000 annually. Although employment expected to grow, field is likely to be somewhat competitive. Best prospects are in school and public libraries away from large East and West coast cities.

**Life scientists**—12,000 annually. Employment expected to grow faster than average due to increasing expenditures for medical research and environmental protection. Good opportunities for persons with advanced degrees.



FUTURE JOB PICTURE IS FORECAST BY  
BUREAU OF LABOR STATISTICS  
(Selected Fields 1975-1985)

- Accountants**—51,500 annually. Employment expected to increase about as fast as average as managers rely more on accounting information to make business decisions. College graduates will be in highest demand.
- Aerospace engineers**—1,500 annually. Employment expected to grow more slowly than average because of limited increase in federal expenditures on space and defense programs.
- Chemists**—6,300 annually. Employment expected to grow about as fast as average as a result of increasing demand for new product development and rising concern about energy shortages, pollution control, and health care. Except for positions in colleges and universities, good opportunities should exist.
- College and university teachers**—17,000 annually. Demand expected employment growth, applicants will face keen competition for jobs. Best opportunities in public colleges and universities. Persons who do not have Ph.D.'s will find it increasingly difficult to secure a teaching position.
- Dentists**—4,800 annually. Employment expected to grow about as fast as average due to population growth, increased awareness of dental care, and expansion of prepaid arrangements. Opportunities should be very good.
- Economists**—4,400 annually. Employment expected to grow faster than average. Master's and Ph.D. degree holders may face keen competition for college and university positions but can expect good opportunities in nonacademic areas. Persons with doctoral's degrees likely to face keen competition.
- Geologists**—1,500 annually. Employment expected to grow faster than average as domestic mineral exploration increases. Good opportunities for persons with degrees in geology or related scientific fields.
- Health service administrators**—15,000 annually. Employment expected to grow much faster than average as quantity of patient services increases and health services management becomes more complex.
- Historians**—900 openings. Employment expected to grow more slowly than average. Keen competition expected, particularly for academic positions. Persons with training in historical specialties such as historic preservation and business history have best opportunities.
- Kindergarten and elementary school teachers**—70,000 annually. Competition for jobs expected as enrollments continue to decline until early 1980s. Recruitments will face increasing competition from new graduates.
- Lawyers**—23,400 annually. Employment expected to grow faster than average in response to increased business activity and population. However, keen competition likely for salaried positions. Best prospects for establishing new practices will be in small towns and expanding suburbs, although starting a practice will remain a risky and expensive venture.
- Librarians**—8,000 annually. Although employment expected to grow, field is likely to be somewhat competitive. Best prospects are in school and public libraries away from large East and West coast cities.
- Life scientists**—12,000 annually. Employment expected to grow faster than average due to increasing expenditures for medical research and environmental protection. Good opportunities for persons with advanced degrees.



**FUTURE JOB PICTURE IS FORECAST BY  
BUREAU OF LABOR STATISTICS  
(Continued)**

**Mathematicians**—1,000 annually. Slower than average employment growth expected to lead to keen competition for jobs, especially for academic positions. Opportunities expected to be best for advanced degree holders in applied mathematics seeking jobs in government and private industry.

**Newspaper reporters**—2,100 annually. Slower than average employment growth and rising number of journalism graduates expected to create keen competition for openings. Best opportunities for bright and energetic persons with exceptional writing ability on newspapers in small towns and suburbs.

**Personnel and labor relations workers**—23,000. Employment expected to grow faster than average as new standards for employment practices in areas of occupational safety and health, equal employment opportunity, and pensions stimulate demand. Best opportunities with state and local governments.

**Petroleum engineers**—1,300 annually. Employment expected to grow faster than average as demand for petroleum and natural gas requires increased drilling and more sophisticated recovery methods.

**Physicians and osteopathic physicians**—21,800 annually. Employment outlook expected to be very favorable. New physicians should have little difficulty in establishing new practices.

**Physicists**—1,100 annually. Although employment will grow more slowly than average, generally favorable job opportunities are expected for persons with advanced degrees. However, persons seeking college and university positions, as well as graduates with only bachelor's degrees, will face keen competition.

**Secondary school teachers**—13,000 annually. Keen competition expected due to declining enrollments coupled with large increases in supply of teachers. More favorable opportunities will exist for persons qualified to teach vocational subjects, mathematics, and the natural and physical sciences.

**Social workers**—25,000 annually. Employment expected to increase faster than average due to expansion of health services, passage of social welfare legislation, and potential development of national health insurance. Best opportunities for graduates of master's and Ph.D. degree programs in social work.

**Statisticians**—1,500 annually. Employment expected to grow faster than average as use of statistics expands into new areas. Persons combining knowledge of statistics with a field of application such as economics may expect favorable job opportunities.

**Systems analysts**—Employment expected to grow faster than average as computer capabilities are increased and computers are used to solve a greater variety of problems. Excellent prospects for graduates of computer-related curriculums.

Source: Higher Education and National Affairs, March 31, 1978.



FUTURE JOB PICTURE IS FORECAST BY  
BUREAU OF LABOR STATISTICS  
(Continued)

**Mathematicians**—1,000 annually. Slower than average employment growth expected to lead to keen competition for jobs, especially for academic positions. Opportunities expected to be best for advanced degree holders in applied mathematics seeking jobs in government and private industry.

**Newspaper reporters**—1,100 annually. Slower than average employment growth and rising number of journalism graduates expected to create keen competition for openings. Best opportunities for bright and energetic persons with exceptional writing ability on newspapers in small towns and suburbs.

**Personnel and labor relations workers**—22,000. Employment expected to grow faster than average as new standards for employment practices in areas of occupational safety and health, equal employment opportunity, and pension retirement demand new opportunities with state and local governments.

**Petroleum engineers**—1,300 annually. Employment expected to grow faster than average as demand for petroleum and natural gas requires increased drilling and more sophisticated recovery methods.

**Physicians and osteopathic physicians**—21,000 annually. Employment outlook expected to be very favorable. Few physicians should have little difficulty in establishing new practices.

**Physicists**—1,100 annually. Although employment will grow more slowly than average, generally favorable job opportunities are expected for persons with advanced degrees. However, persons seeking college and university positions, as well as graduates with only bachelor's degrees, will face keen competition.

**Secondary school teachers**—1,000 annually. Keen competition expected due to declining enrollments coupled with large increases in supply of teachers. More favorable opportunities will exist for persons qualified to teach vocational subjects, mathematics, and the natural and physical sciences.

**Social workers**—25,000 annually. Employment expected to increase faster than average due to expansion of health services, passage of social welfare legislation, and potential development of national health insurance. Best opportunities for graduates of master's and Ph.D. degree programs in social work.

**Statisticians**—1,500 annually. Employment expected to grow faster than average as use of statistics expands into new areas. Persons combining knowledge of statistics with a field of application such as economics may expect favorable job opportunities.

**Systems analysts**—Employment expected to grow faster than average as computer capabilities are increased and computers are used to solve a greater variety of problems. Excellent prospects for graduates of computer-related curricula.



# Appendix: Rank Order of Master's and Doctoral Programs Offered and To Be Offered by 1980

87

## APPENDIX

Master's program offered	Master's program to be offered	Doctoral program offered	Doctoral program to be offered
English language and literature 206	Economics 61	Chemistry 96	American civilization 36
History 206	Sociology 61	Physics 82	Art 36
Mathematics 194	Psychology 52	Psychology 76	Art history 35
Chemistry 188	Art 50	Mathematics 74	Chinese art and archeology 32
Biology 174	French language and literature 48	Biochemistry 71	Classical language and literature 28
Physics 162	German language and literature 47	Microbiology 67	Classics 27
Psychology 147	Music 44	History 67	Comparative literature 27
Music 150	Political science 41	English language and literature 63	Classical civilization 27
Economics 120	Drama 41	Economics 60	Drama and theater 23
Political science 117	Hispanic language and literature 41	Physiology 59	Egyptology 22
Sociology 116	Chemistry 41	Biology 59	English language and literature 20
Speech 115	Philosophy 40	Pharmacology 53	Far Eastern languages and literature 15
French language 103	Biology 39	Political science 50	Fine and applied arts 15
Philosophy 97	Physics 39	Sociology 50	French language and literature 15
Art 92	Anthropology 37	Geology 49	German language and literature 15
Hispanic language and literature 92	Modern languages 37	Philosophy 48	Hispanic language and literature 14
Drama 86	Speech 36	Botany 47	Indian and Far Eastern languages and literature 14
Geology 86	Child development and family relations 35	Anatomy 47	Italian language and literature 14
German language and literature 81	History 35	Zoology 46	Journalism 13
Microbiology 78	English language and literature 34	Bacteriology 40	Linguistics 13
Anthropology 77	Geology 34	Hispanic lan- guage and literature 38	Medieval studies 13
Speech disorders and audiology 75	Linguistics 34	Anthropology 37	Modern languages 12
Biochemistry 73	Interdivisional and area studies 32	French language and literature 36	Music 12
Zoology 72	Communications 32	German language and literature 33	Musicology 11
Geography (human and urban) 71	Government 31	Genetics 32	Near Eastern languages and literature 11
Botany 71	Statistics 30	Biophysics 31	Oriental studies 11
Speech pathology and audiology 70	Art history 29	Statistics 31	Philosophy 11
Social science 70	Mathematics 29	Entomology 29	
Government 66	Speech pathology and audiology 29	Comparative literature 28	
Physiology 65	Geography 29	Metallurgy 25	
Pharmacology 58	Journalism 28	Geography 23	
Fine and applied arts 51	Fine and applied arts 28	Government 23	
Anatomy 51	American civil- ization 25	Music 23	
Bacteriology 51		Linguistics 23	
Geography 49		Speech pathology and audiology 22	







Master's program offered		Master's program to be offered		Doctoral program offered		Doctoral program to be offered	
Statistics	45	Comparative literature	24	Geography	20	Portuguese language and literature	11
Classics	42	Geography	23	Astronomy	20	Russian and Slavic language and literature	10
Art history	42	Child psychology	21	Speech	20	Semitic and Egyptian languages and literature	10
Comparative literature	40	Speech disorders and audiology	21	Fisheries and wildlife	19	Speech	10
Linguistics	39	Biochemistry	19	Art history	18	Anthropology	10
Russian and Slavic languages and literature	37	Russian and Slavic languages and literature	19	Speech disorders and audiology	18	Child development and family relations	9
Modern languages	37	International relations	19	Drama and theater	17	Child psychology	9
Child development and family relations	36	Biophysics	18	Russian and Slavic languages and literature	17	Communications	9
Entomology	35	Marine biology	18	Geochemistry	17	Economics	8
Journalism	35	Public health	18	Musicology	17	Folklore	7
American civilization	33	Public and international affairs	18	Social psychology	16	Geography	7
Genetics	31	Social science	18	Italian language and literature	15	Government	7
Metallurgy	31	Italian language and literature	16	Classics	15	History	7
Classical language and literature	31	Oceanography	15	Marine biology	14	History of mathematics	7
Musicology	31	Classical languages and literature	14	Child psychology	14	History of science	6
Italian language and literature	29	Botany	13	International relations	14	Human development	6
International relations	29	Mass communications	13	Public health	13	Industrial relations	6
Biophysics	27	Microbiology	13	Interdivisional and area studies	13	Interdivisional and area studies	6
Child psychology	26	Zoology	12	American civilization	13	International relations	6
Communications	26	Social psychology	12	Meteorology	12	Labor-management relations	6
Public health	25	Industrial relations	12	Classical languages and literature	12	Mass communications	6
Fisheries and wildlife	25	Labor-management relations	12	Far Eastern languages and literature	12	Political science	5
Astronomy	23	Physiology	10	Oceanography	11	Psychology	5
Interdivisional and area studies	22	Pharmacology	9	Near Eastern languages and literature	11	Public and international affairs	5
Social psychology	21	History of science	9	Mineralogy	11	Social psychology	5
Industrial relations	20	Human development	9	Mass communications	10	Social science	5
Marine biology	20	Genetics	9	Biostatistics	9	Social thought	5
Public and international affairs	18	Musicology	9	Public and international affairs	9	Sociology	5
Geochemistry	17	Medieval studies	9	Communications	8	Speech disorders and audiology	4
Far Eastern languages and literature	16	Bacteriology	8	History of science	7	Anatomy	4
Human development	15	Astronomy	8	Child development and family relations	7	Bacteriology	4
Meteorology	14	Classics	8	Modern languages	6	Biochemistry	4
Mineralogy	13	Portuguese language and literature	7	Labor-management relations	6	Biology	4
Oceanography	13	Classical civilization	7	Classical languages and literature	6	Biophysics	4
Portuguese language and literature	12	Meteorology	6	Journalism	6	Biopsychology	4
Labor management relations	11	Fisheries and wildlife	6			Biostatistics	4
		Biostatistics	6			Botany	4
		Metallurgy	6			Entomology	4
						Fisheries and wildlife	3







Master's program offered		Master's program to be offered		Doctoral program offered		Doctoral program to be offered	
Biostatistics	11	Indian and Far Eastern languages and literature	5	Indian and Far Eastern languages and literature	6	Genetics	3
Indian and Far Eastern languages and literature	11	Limnology	5	Medieval studies	6	Limnology	3
Near Eastern language and literature	11	Far Eastern languages and literature	5	Human development	6	Marine biology	3
Medieval studies	11	Oriental studies	5	Social science	6	Microbiology	3
History of science	9	History of mathematics	5	Industrial relations	6	Pharmacology	3
Limnology	9	Geochemistry	5	Portuguese language and literature	6	Physiology	2
Mass communications	9	Social thought	4	Semitic and Egyptian languages and literature	5	Public health	2
History of mathematics	7	Mineralogy	3	Art	5	Speech pathology and audiology	2
Oriental studies	6	Near Eastern languages and literature	3	Social thought	4	Zoology	2
Classical civilization	6	Biopsychology	3	Fine and applied arts	3	Astronomy	2
Semitic and Egyptian languages and literature	5	Entomology	3	Folklore	3	Chemistry	2
Folklore	5	Semitic and Egyptian languages and literature	2	History of mathematics	3	Geography	1
Social thought	4	Anatomy	2	Egyptology	3	Geochemistry	1
Chinese art and archeology	2	Egyptology	1	Chinese art and archeology	2	Geology	1
Biopsychology	2	Chinese art and archeology	1	Biopsychology	2	Mathematics	1
Egyptology	2			Oriental studies	2	Metallurgy	1
						Meteorology	1
						Mineralogy	1
						Oceanography	1
						Physics	0
						Statistics	0







# CIVIL RIGHTS ACT OF 1964

90

## Title VI—Nondiscrimination in Federally Assisted Programs

Public Law 88-352, 78 Stat. 241, July 2, 1964

### [§ 9401] [NONDISCRIMINATION]

Sec. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

### [§ 9402] [EFFECTING COMPLIANCE]

Sec. 602. Each Federal department and agency which is empowered to extend Federal financial assistance to any program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 601 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made and, shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by any other means authorized by law: *Provided, however,* That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the Federal department or agency shall file with the committees of the House and Senate having legislative jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

### [§ 9403] [JUDICIAL REVIEW]

Sec. 603. Any department or agency action taken pursuant to section 602 shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 602, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance with section 10 of the Administrative Procedure Act, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of that section.

### [§ 9404] [RESTRICTION ON ACTION]

Sec. 604. Nothing contained in this title shall be construed to authorize action under this title by any department or agency with respect to any employment practice of any employer, employment agency, or labor organization except where a primary objective of the Federal financial assistance is to provide employment.

### [§ 9405] [EXISTING AUTHORITY NOT IMPAIRED]

Sec. 605. Nothing in this title shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.







# The Adams Report: A Desegregation Update

The local Board also operates, under annual authorization of the Appropriation Act, a "non-contract" program of gift or grant assistance to those students who elect to attend college out-of-state, in curricula not available to them in-state. Such awards are limited to a maximum of \$350 per student per year.

A summary of these awards by the local Board is given in Appendix Q-II.

## COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT . . .

During the past academic year federal officials visited South Carolina state-supported institutions of higher learning to review compliance with Title VI of the Civil Rights Act of 1964. The CHE had prior knowledge of these visits. Subsequent to their completion, the U. S. Department of Health, Education and Welfare sent each institution a report including recommendations.

In June 1970, officials from the Atlanta office of the U. S. Department of Health, Education and Welfare met with CHE Commissioner James A. Morris to discuss the letters to the institutions. The basic theme of the meeting and the letters was "elimination of racial identifiability of each individual institution." The Department of Health, Education and Welfare recommendations included faculty and student exchanges between predominately black and predominately white institutions; development of specific policies to encourage more blacks to attend college; increased black participation in athletics at predominately white institutions; increased enrollment of whites at South Carolina State College; faculty desegregation; dormitory assignments to encourage racial mixing; and recruitment by predominately white institutions at predominately black high schools.

The CHE anticipated that the Department of Health, Education and Welfare would request state-wide proposals for desegregation of all state-supported colleges and universities, but no such request has been received.

North Carolina has only one court-ordered mandate by excluding on racist inspired strategy of state rights and sectionalism. Ghosts of Ross Barnett, Jefferson Davis, and Leander Perez no doubt were dancing for joy as William F. Friday, president of the University of North Carolina, proclaimed that HEW had no right to impose its regulations on North Carolina's system of higher education. Governor James Hunt even went on record to say that North Carolina, if necessary, was prepared to do without federal money to support its system.

North Carolina's provisional plan simply means the state has agreed to produce a more acceptable agreement by December 1978. A preliminary examination of the plan suggests that the state is no further along in meeting the criteria than before.

Are we witnessing another political expedient decision at the expense of advancing equal opportunity? This is the question that can be answered by closely monitoring the further development of North Carolina's plan and comparing it with other accepted plans.

rights plans for higher education can produce results, while leaving state education as the best methods for achieving these results. North Carolina's plan contains the following features:

Salaries of black faculty members will be equalized with those of whites in steps over the next five years.

New degree programs and a variety of other enlarged programs will be offered at the five traditionally black colleges in the 15-member system.

Secretary Califano emphasized that if North Carolina's plan comes under attack by civil rights groups such as NAACP Legal Defense Fund, HEW would "absolutely be prepared to defend the plan in court."

## DESSEGREGATION PLANS AVAILABLE

You may obtain a copy of the desegregation plans submitted to HEW by writing or calling either the state governor or the coordinating body responsible for postsecondary education in the states affected by the recent order--Arkansas, Florida, Georgia, Oklahoma, North Carolina, and Virginia.



The local Board also operates under annual authorization of the Appropriation Act a "non-contact" program of gift or grant assistance to those students who elect to attend college out-of-state, in curricula not available to them in-state. Such awards are limited to a maximum of \$250 per student per year.

A summary of these awards by the local Board is given in Appendix Q II.

### COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT . . .

During the past academic year federal officials visited South Carolina state-supported institutions of higher learning to review compliance with Title VI of the Civil Rights Act of 1964. The CHE had prior knowledge of these visits. Subsequent to their completion, the U. S. Department of Health, Education and Welfare sent each institution a report including recommendations.

In June 1970 officials from the Atlanta office of the U. S. Department of Health, Education and Welfare met with CHE Commissioner James A. Morris to discuss the letters to the institutions. The basic theme of the meeting and the letters was "elimination of racial identification of each individual institution". The Department of Health, Education and Welfare recommendations included faculty and student exchanges between predominantly black and predominantly white institutions; development of specific policies to encourage more blacks to attend college; increased black participation in activities at predominantly white institutions; increased enrollment of whites at South Carolina State College; faculty desegregation; minority assignments to encourage racial mixing; and recruitment by predominantly white institutions at predominantly black high schools.

The CHE anticipated that the Department of Health, Education and Welfare would request state-wide proposals for desegregation of all state-supported colleges and universities, but no such request has been received.



# The Adams Report: A Desegregation Update

JUNE 1978

## DIRECTOR'S SIDELINE

Provisional acceptance of North Carolina's desegregation plan by the Department of Health, Education, and Welfare (HEW) marks a pause in the protracted struggle engaged in by the Adams states and HEW in response to Judge John Pratt's order.

Although each one of the Adams states expressed and experienced difficulty in submitting acceptable plans, North Carolina proved to have the most difficulty in complying with HEW's criteria. This was a surprise because of (1) North Carolina's progressive and liberal stance on racial matters, (2) president of the university system had advised President Carter on higher education during the presidential campaign, and (3) existence of five public black colleges in the state system.

What did happen was a challenge by North Carolina to defy HEW's court-ordered mandate by relying on racist inspired strategy of state's rights and sectionalism. Ghosts of Ross Barnett, Jefferson Davis, and Leander Perez no doubt were dancing for joy as William C. Friday, president of the University of North Carolina, proclaimed that HEW had no right to impose its regulations on North Carolina's system of higher education. Governor James Hunt even went on record to say that North Carolina, if necessary, was prepared to do without federal money to support its system.

North Carolina's provisional plan simply means the state has agreed to produce a more acceptable agreement by December 1978. A preliminary examination of the plan suggests that the state is no further along in meeting the criteria than before.

Are we witnessing another political expedient decision at the expense of advancing equal opportunity? This is the question that can be answered by closely monitoring the further development of North Carolina's plan and comparing it with other accepted plans.

Unfortunately, the provisional acceptance of North Carolina's plan raises the spectre of England's Prime Minister Neville Chamberlain's announcement after returning from his meeting in 1938 with Adolph Hitler---peace in our times.

## N. CAROLINA'S PROVISIONAL PLAN ACCEPTED

After months of negotiations between HEW and North Carolina public officials, including part of the state's Congressional delegation, HEW and University of North Carolina officials reached tentative agreement on a plan to desegregate the 16-campus system. The announced agreement ends administrative hearings initiated by HEW against North Carolina in an attempt to terminate \$89 million in federal funds to the state system.

HEW Secretary Joseph A. Califano said that his department now shares with North Carolina educators the belief "that civil rights plans for higher education can emphasize results, while leaving states discretion as to the best methods for achieving those results." North Carolina's plan contains the following features:

- . Salaries of black faculty members will be equalized with those of whites in steps over the next five years.

- . New degree programs and a variety of other enlarged programs will be offered at the five traditionally black colleges in the 16-member system.

Secretary Califano emphasized that if North Carolina's plan comes under attack by civil rights groups such as NAACP Legal Defense Fund, HEW would "absolutely be prepared to defend the plan in court."

## DESEGREGATION PLANS AVAILABLE

You may obtain a copy of the desegregation plans submitted to HEW by writing or calling either the state governor or the coordinating body responsible for postsecondary education in the states affected by the recent order---Arkansas, Florida, Georgia, Oklahoma, North Carolina, and Virginia.



# The Adams Report: A Desegregation Update

JUNE 1975

## DIRECTOR'S SIDELINE

Provisional acceptance of North Carolina's desegregation plan by the House of Representatives, Education, and Welfare Committee marks a pause in the process. The committee is engaged in a series of hearings and will report to the House in response to Judge John Pratt's order.

Although each one of the Adams states has experienced and experienced difficulty in achieving acceptable plans, North Carolina has proved to have the most difficult time complying with HEW's criteria. This was a surprise because of (1) North Carolina's comprehensive and liberal stance on racial matters, (2) presence of the university system and advanced President Carter on higher education during the presidential campaign, and (3) existence of five public black colleges in the state system.

What did happen was a challenge by North Carolina to deny HEW a court-ordered mandate by relying on racial isolation strategy of state's rights and separatist ideas. Ghosts of Ross Barnett, Jefferson Davis, and Lester Ford no doubt were dancing for joy as William C. Day, president of the University of North Carolina, proclaimed that HEW had no right to impose its regulations on North Carolina's system of higher education. Governor James Hunt went on record to say that North Carolina, if necessary, was prepared to do without federal money to support its system.

North Carolina's provisional plan simply means the state has agreed to produce a more acceptable agreement by December 1975. A preliminary examination of the plan suggests that the state is no further along in meeting the criteria than before.

Are we witnessing another political expedient decision at the expense of achieving equal opportunity? This is the question that can be answered by closely monitoring the further development of North Carolina's plan and comparing it with other accepted plans.

Unfortunately, the provisional acceptance of North Carolina's plan raises the specter of England's Prime Minister Harold Thatcher's announcement after returning from his meeting in 1973 with Adlai Stevenson—peace in our times.

## N. CAROLINA'S PROVISIONAL PLAN ACCEPTED

After months of negotiations between HEW and North Carolina public officials, including part of the state's Congress, HEW and University of North Carolina officials reached tentative agreement on a plan to desegregate the K-12 system. The announced agreement ends administrative hearings initiated by HEW against North Carolina in an attempt to terminate \$28 million in federal funds to the state system.

HEW Director Joseph A. Califano said that his department now states with North Carolina educators the belief "that civil rights plans for higher education can emphasize desegregation while leaving states discretion as to the best methods for achieving those results." North Carolina's plan contains the following features:

Salaries of black faculty members will be equalized with those of whites in steps over the next five years. New degree programs and a variety of other enlarged programs will be offered at the five traditionally black colleges in the 16-member system.

Secretary Califano emphasized that if North Carolina's plan comes under attack by civil rights groups such as NAACP Legal Defense Fund, HEW would "absolutely be prepared to defend the plan in court."

## DESSEGREGATION PLANS AVAILABLE

You may obtain a copy of the desegregation plans submitted to HEW by writing or calling either the state governor or the coordinating body responsible for implementing education in the states affected by the recent order—Arkansas, Florida, Georgia, Oklahoma, North Carolina, and Virginia.



## STATUS REPORT

Tentative approval of North Carolina's plan on May 12 means that all six state plans have been accepted. Burton Taylor, special assistant for higher education, Office of Civil Rights, HEW, said North Carolina has until December 1978 to submit to HEW a plan that details how the state will comply with criteria. Success of a state's plan rests largely on the extent to which it fulfills HEW's criteria during implementation.

## NAFEO FINDS PLANS INADEQUATE

A task force of the National Association for Equal Opportunity in Higher Education (NAFEO) headed by Howard University Law School Professor Herbert Reid announced its findings this spring at NAFEO's third annual conference. The task force reported that "the state desegregation plans that were accepted have redefined the missions of the traditionally black college in ways that do not accurately reflect the historically and currently unique role of these institutions." The task force also indicated "the plans do not adequately consider the true mission of the black institutions. The plans also do not, on an overall basis, provide for concrete implementation of proposed action." NAFEO is an organization of 105 historically black colleges and universities.

NAFEO's report is critical of both the states and HEW by noting that (1) the conclusion is inescapable that the states and HEW have misunderstood the true mission of traditional black colleges and that (2) the plans place a disproportionate burden on black colleges, thereby violating Judge Pratt's order.

Based upon NAFEO's analysis, those attending the conference passed a resolution calling for a recension by HEW of all accepted state desegregation plans.

Information regarding the analysis can be obtained by writing NAFEO, 2001 S Street, N.W., Washington, D.C. 20009.

## HEW INSPECTING ALABAMA UNIVERSITIES

HEW civil rights investigators are inspecting 10 Alabama universities through

June 11 checking if there are "vestiges of segregation" from years of "separate but equal" colleges for blacks and whites.

Inspections are expected to result in HEW demanding that Alabama take further steps toward desegregation if the state hopes to receive millions of dollars in federal aid to universities. There are preliminary indications Alabama will be expected to approve a timetable for further desegregation as occurred earlier this year in Florida and Georgia.

Universities scheduled for inspection are Alabama A & M University at Huntsville, Alabama State University, University of Alabama in Birmingham, Auburn University at Auburn, Auburn branch campus at Montgomery, University of Alabama at Huntsville, Troy State University at Troy, Troy branch campus at Montgomery, University of North Alabama, and Tuskegee Institute at Tuskegee.

## ARKANSAS STUDIES EDUCATION SYSTEM

Dr. Olin Cook, director, Arkansas Department of Higher education, told Desegregation Policy Studies officials of the Institute for Services to Education (ISE) that the state's study on direction for postsecondary education in Arkansas will be completed by December 1978. Completion of this study will fulfill one of the requirements established by HEW when it accepted the Arkansas plan. The study will codify the state's desegregation plan into a master plan for Arkansas higher education.

## LOUISIANA MASTER PLAN COMPLETE

After considerable controversy, Louisiana released its master plan for higher education last month. The plan was prepared while the state was resisting HEW's directives to submit a desegregation plan. The master plan is silent on the concerns of the new HEW criteria and seeks to diminish the role and scope of its public black colleges.

Louisiana is a defendant in legal action brought by the Justice Department for not complying with the original Adams mandate. The case no doubt will affect the implementation of the master plan when the case is finally adjudicated.



Some of the "vestiges of segregation" from years of "separate but equal" colleges for blacks and whites. Inspectors are expected to result in new demands that Alabama take further steps toward desegregation of the state in hopes to receive millions of dollars in federal aid to universities. There are preliminary indications Alabama will be expected to approve a timetable for further desegregation as occurred earlier this year in Florida and Georgia.

Universities scheduled for inspection are Alabama A & M University at Huntsville, Alabama State University, University of Alabama in Birmingham, Auburn University at Auburn, Auburn branch campus at Montgomery, University of Alabama at Troy, Troy State University at Troy, University of Alabama at Montgomery, University of North Alabama, and Tuskegee Institute at Tuskegee.

ARKANSAS STUDIES EDUCATION SYSTEM

Dr. Olin Cook, director, Arkansas Department of Higher Education, told Desegregation Policy Studies officials of the Institute for Services to Education (ISE) that the state's study on desegregation for postsecondary education in Arkansas will be completed by December 1978. Completion of this study will fulfill one of the requirements established by HEW when it accepted the Arkansas plan. The study will study the state's desegregation plan into a master plan for Arkansas higher education.

LOUISIANA MASTER PLAN COMPLETE

After considerable controversy, Louisiana released its master plan for higher education last month. The plan was prepared while the state was resisting HEW's directives to submit a desegregation plan. The master plan is silent on the concerns of the new HEW criteria and seems to diminish the role and scope of its public black colleges.

Louisiana is a defendant in legal action brought by the Justice Department for not complying with the original Adams mandate. The case no doubt will affect the implementation of the master plan when the case is finally adjudicated.

STATUS REPORT

Tentative approval of North Carolina's plan on May 15 means that all six state plans have been accepted. Burton Taylor, special assistant for higher education, Office of Civil Rights, HEW, said North Carolina has until December 1978 to submit to HEW a plan that details how the state will comply with criteria. Success of a state's plan rests largely on the extent to which it fulfills HEW's criteria during implementation.

NAFEO FINDS PLANS INADEQUATE

A task force of the National Association for Equal Opportunity in Higher Education (NAFEO) headed by Howard University Law School Professor Herbert Gold announced its findings this spring at NAFEO's third annual conference. The task force reported that "the state desegregation plans that were accepted have repudiated the mission of the tradition ally black college in ways that do not accurately reflect the historically and currently unique role of these institutions." The task force also indicated "the plans do not adequately consider the true mission of the black institution. The plans also do not, on an overall basis, provide for concrete implementation of proposed action." NAFEO is an organization of 105 historically black colleges and universities.

NAFEO's report is critical of both the states and HEW by noting that (1) the conclusion is inescapable that the states and HEW have misunderstood the true mission of traditional black colleges and that (2) the plans place a disproportionate burden on black colleges, thereby violating Judge Pratt's order.

Based upon NAFEO's analysis, those attending the conference passed a resolution calling for a resolution by HEW of all accepted state desegregation plans. Information regarding the analysis can be obtained by writing NAFEO, 2001 2 Street, N.W., Washington, D.C. 20008.

HEW INSPECTING ALABAMA UNIVERSITIES

HEW civil rights investigators are inspecting 10 Alabama universities through



VIRGINIA'S COLLEGES REVIEW PLAN

Virginia's desegregation plan is subject to review by the governing boards of the state's colleges and universities. All the state's colleges boards were to vote on the plan by the end of May.

The State Council of Higher Education, community college board, and boards of most of the colleges acting so far generally have stopped short of approving it totally.

The Virginia Polytechnic Institute and State University approved the desegregation plan "insofar as it applies to this university." Its resolution stipulated that the university would make a good-faith effort to achieve the plan's objectives "compatible with the university's standards of admission and ... academic quality."

The College of William and Mary will make "a good-faith effort" to support the plan. The college will not "approve any compromise of the college's academic requirements for admission."

COURT RULES DISCRIMINATION AGAINST WHITES

Alabama State University, the state's oldest and largest traditionally black college, recently was found guilty of discrimination against whites in its employment practices.

U.S. District Court Judge Frank M. Johnson's decision apparently was the first case of a federal court taking action against a black institution for discriminating against whites.

The ruling stated that the university had followed a pattern of discrimination in dismissal of 12 white faculty members who filed a class-action suit against the university, claiming they were fired because of their race.

The New York Times reported that the ruling brings into question the survival of such traditionally black colleges as Alabama State, at least in Judge Johnson's district. He has ordered white colleges to integrate their faculties, and they are trying; one way they are trying is by raiding Alabama State's faculty. Whether the ruling imposes a racial quota on black colleges is not yet clear to observers, but if it does it will not help their struggle for life.

GEORGIA STUDIES BLACK COLLEGES

As part of Georgia's desegregation plan, the Georgia University System's Board of Regents promised to do a study of the state's three historically black institutions---Albany State, Fort Valley State, and Savannah State.

The study, to be completed by July 1, is being conducted by three committees representing both black and white institutions in the areas involved. Committee members represent administrators, alumni, community, faculty, students, and regents.

Working together are Fort Valley and Macon Junior College, Albany State and Albany Junior College, and Savannah State College and Armstrong State College.

Several specific options will be studied:

- . Merger of one institution with another.

- . Specialization by restricting one institution to teaching only lower division classes and the other to teaching only upper division and graduate classes.

- . Formation of a lower division branch campus.

- . Installation of "unique" programs on a predominantly black campus and elimination of duplication of programs by predominantly white institutions in the area, or one of these two.

University system statistics show that all three of the state's black colleges have desegregated faculties to a greater extent than their predominantly white counterparts.

MARYLAND FALLS SHORT

University of Maryland's College Park campus is falling short of its 1974 desegregation goals for recruiting and retaining minority students.

Its annual Desegregation Status Report from the school's Office of Human Relations shows that the 1977 freshman class was 12 percent minority students. The 1974 guidelines set desired 1977 minority freshman enrollment between 18.5 and 22 percent which would more closely represent the number of minority students graduating from public high schools in the state.

A list of 16 recommendations include:



## GEORGIA STUDIES BLACK COLLEGES

## VIRGINIA'S COLLEGES REVIEW PLAN

As part of Georgia's desegregation plan, the Georgia University System's Board of Regents promised to do a study of the state's three historically black institutions--Albany State, Fort Valley State, and Savannah State. The study, to be completed by July 1, is being conducted by three committees representing both black and white institutions in the areas involved. Committee members represent administrators, alumni, community, faculty, students, and regents. Working together are Fort Valley and Mason Junior College, Albany State and Albany Junior College, and Savannah State College and Armstrong State College. Several specific options will be studied:

- Merger of one institution with another.
- Specialization by restricting one institution to teaching only lower division classes and the other to teaching only upper division and graduate classes.
- Formation of a lower division branch campus.
- Installation of "unified" programs on a predominantly black campus and elimination of duplication of programs by predominantly white institutions in the area, or one of these two.
- University system statistics show that all three of the state's black colleges have desegregated faculties to a greater extent than their predominantly white counterparts.

## MARYLAND FALLS SHORT

University of Maryland's College Park campus is falling short of its 1974 desegregation goals for recruiting and retaining minority students. Its annual Desegregation Status Report from the school's Office of Human Relations shows that the 1977 freshman class was 12 percent minority students. The 1974 guidelines set desired 1977 minority freshman enrollment between 18.5 and 22 percent which would more closely represent the number of minority students graduating from public high schools in the state. A list of 16 recommendations include:

Virginia's desegregation plan is subject to review by the governing boards of the state's colleges and universities. All the state's colleges boards were to vote on the plan by the end of May. The State Council of Higher Education, community college boards, and boards of most of the colleges acting so far generally have stepped short of approving it totally.

The Virginia Polytechnic Institute and State University approved the desegregation plan "insofar as it applies to this university." Its resolution stipulated that the university would make a good-faith effort to achieve the plan's objectives "compatible with the university's standards of admission and academic quality."

The College of William and Mary will make a "good-faith effort" to support the plan. The college will not "approve any compromise of the college's academic requirements for admission."

## COURT RULES DISCRIMINATION AGAINST WHITES

Alabama State University, the state's oldest and largest traditionally black college, recently was found guilty of discrimination against whites in its employment practices.

U.S. District Court Judge Frank M. Johnson's decision apparently was the first case of a federal court taking action against a black institution for discriminating against whites.

The ruling stated that the university had followed a pattern of discrimination in dismissal of 12 white faculty members who filed a class-action suit against the university, claiming they were fired because of their race.

The New York Times reported that the ruling brings into question the survival of such traditionally black colleges as Alabama State, at least in Judge Johnson's district. He has ordered white colleges to integrate their faculties, and they are trying; one way they are trying is by raiding Alabama State's faculty. Whether the ruling imposes a racial quota on black colleges is not yet clear to observers, but it does it will not help their struggle for life.



## MARYLAND (Continued)

. Intensifying efforts to recruit potentially qualified minority applicants.

. Investigating whether there may be a racial or ethnic bias in the admission of transfer students.

. Designing guidance procedures to help diminish attrition rates for minority students.

The state system of higher education is continuing a court battle against HEW over the department's desegregation guidelines that possibly could cost the state federal funds.

Maryland was one of the original 10 states held in noncompliance with Title VI of the 1964 Civil Rights Act which forbids federal support from going to public institutions that practice segregation or discrimination.

FEDERAL AID FINANCES TIDEWATER STUDY

Virginia will receive federal funds to help finance a Tidewater duplication study that is to be completed by the end of July as part of the state's college desegregation plan. Tidewater colleges such as Norfolk State College and cross-town Old Dominion University both offer some 31 parallel academic programs. The study is designed to offer strategies to eliminate unnecessary duplication, thereby furthering desegregation. The Tidewater duplication committee includes presidents, teachers, and board members of five Tidewater colleges---ODU, Norfolk State, Christopher Newport College, Tidewater Community College, Thomas Nelson Community College, Secretary of

Education J. Wade Gilley, Chancellor Dana B. Hamel of the Virginia Community College System, and Director Gordon K. Davies of the State Council of Higher Education.

ALUMNI PRESIDENTS DISCUSS DESEGREGATION

Eighteen representatives discussed desegregation at the first conference of the National Alumni Presidents of Traditionally Black Public Colleges and Universities on May 13, 1978, at Atlanta, Georgia. Information about the meeting may be obtained from:

Office for the Advancement of Public  
Negro Colleges  
805 Peachtree Street, N.W.  
Atlanta, GA 30308

A SOURCE BOOK FOR REFERENCE

A Critical Examination of the Adams Case: A Source Book, published by the Desegregation Policy Studies Unit, is available. This document provides (1) background material including a chronology of the Adams case, (2) a critical analysis of the case with emphasis on objectives of the litigation and its implications for the historically black college community, and (3) extensive appendices containing legal documents pertinent to the Adams case. Cost is \$12.50 per copy. Please make check or money order payable to Institute for Services to Education and send to:

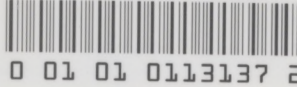
Desegregation Policy Studies Unit  
Institute for Services to Education  
2001 S Street, N.W.  
Washington, D.C. 20009

---

THE ADAMS REPORT: A DESEGREGATION UPDATE is published by the Desegregation Policy Studies Unit, Division of Research and Evaluation, Institute for Services to Education, (ISE). President: Albert Berrian; Director: Division of Research and Evaluation, Mary Williams; Director and Editor: Desegregation Policy Studies Unit, Leonard Haynes; Phone: (202) 797-3500.

---





June 1978

Education J. Wade Gilley, Chancellor for Dana B. Hamel of the Virginia Community College System, and Director Gordon K. Davies of the State Council of Higher Education.

#### ALBANY PRESIDENTS DISCUSS DESEGREGATION

Eighteen representatives discussed desegregation at the first conference of the National Alumni Presidents of Traditionally Black Public Colleges and Universities on May 13, 1978, at Atlanta, Georgia. Information about the meeting may be obtained from:

Office for the Advancement of Public Negro Colleges  
808 Peachtree Street, N.W.  
Atlanta, GA 30308

#### A SOURCE BOOK FOR REFERENCE

A Critical Examination of the Adams Case: A Source Book, published by the Desegregation Policy Studies Unit, is available. This document provides (1) background material including a chronology of the Adams case, (2) a critical analysis of the case with emphasis on objectives of the litigation and its implications for the historically black college community, and (3) extensive appendices containing legal documents pertinent to the Adams case. Cost is \$12.50 per copy. Please make check or money order payable to Institute for Services to Education and send to:

Desegregation Policy Studies Unit  
Institute for Services to Education  
3001 F Street, N.W.  
Washington, D.C. 20009

THE ADAMS REPORT: A DESSEGREGATION UPDATE is published by the Desegregation Policy Studies Unit, Division of Research and Evaluation, Institute for Services to Education, 11571 President Albert Berman, Division of Research and Evaluation, Mary McLeod Bethune College, Desegregation Policy Studies Unit, Leonard Haynes, Phone: (502) 757-2500.

MARYLAND (Continued)

Intensifying efforts to recruit potentially qualified minority applicants. Investigating whether there may be a racial or ethnic bias in the admission of transfer students.

Designing guidance procedures to help eliminate attrition rates for minority students.

The state system of higher education is continuing a court battle against HEW over the department's desegregation guidelines that possibly could cost the state federal funds.

Maryland was one of the original 10 states held in contempt for failing to comply with the 1964 Civil Rights Act which forbids federal support from going to public institutions that practice segregation or discrimination.

#### FEDERAL AND FINANCIAL TIDWATER STUDY

Virginia will receive federal funds to help finance a Tidewater duplication study that is to be completed by the end of July as part of the state's college desegregation plan. Tidewater colleges such as Norfolk State College and cross-town Old Dominion University both offer some 31 parallel academic programs. The study is designed to offer strategies to eliminate unnecessary duplication, thereby furthering desegregation. The Tidewater duplication committee includes presidents, teachers, and board members of five Tidewater colleges--ODU, Norfolk State, Christopher Newport College, Tidewater Community College, Thomas Nelson Community College, Secretary of







